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Guilford College

BULLETIN

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CATALOG 1980-1982

GUILFORD COLLEGE BULLETIN

June, 1980

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THE COUNTRIES OF THE MIND

The countries of the mind

Lie close:

You move in space or time

Yet leave them not.

You will be here

When dogwood blooms,

Or bells in winter twilight ring,

Or when you hear again

Some title or some name.

Do not say,

"I am leaving Guilford."

It lies forever close —

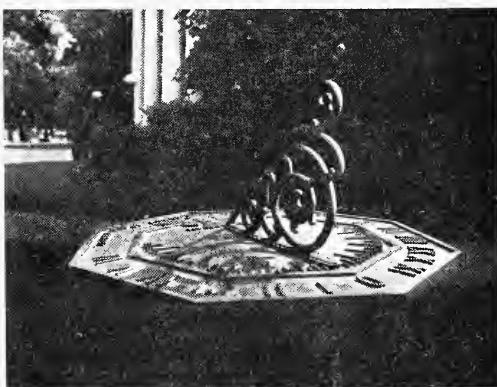
It holds the brightness of your youth,

The peace of green oaks,

The joy of knowing;

It is forever present.

Russell Pope



COVER: The historic Revolutionary Oak, across the road from Guilford College, was termed one of the eight most historic trees in the United States. In 1959, the majestic 450-year-old tree, measuring 30 feet in girth, toppled into the New Garden Cemetery during high winds. The ancient tree stood guard over the headstones of original settlers in the community and over the common graves of American and British soldiers who died in the 1783 Battle of Guilford Courthouse.

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NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Guilford College does not discriminate on the basis of age, race, color, religion, national and ethnic origin, sex, or handicap in the administration of educational policies, admission policies, financial aid, employment or any other college program or activity. Inquiries concerning the college's responsibility may be directed to the Affirmative Action Officer.

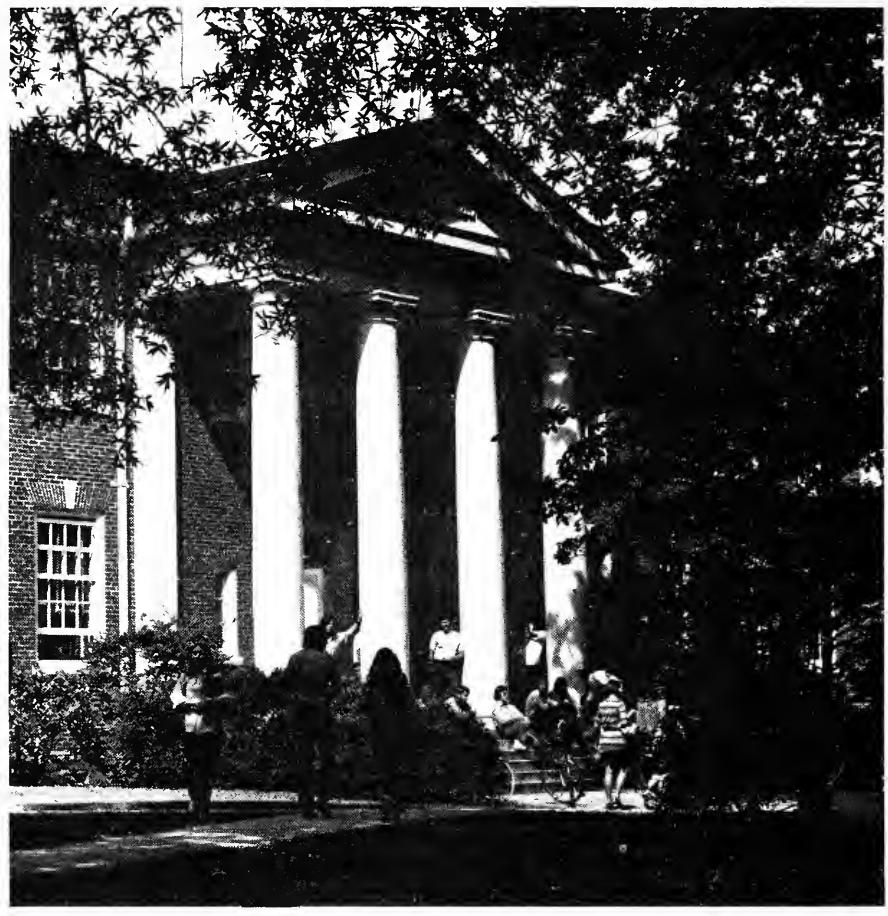
Guilford *College*

CATALOG
1980-1982

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The Guilford College Catalog contains information about the educational climate, the academic program, and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings, and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee, or requirement at any time to carry out the objectives and purposes of the college.



King Hall

GUILFORD COLLEGE

STATEMENT OF PURPOSE

(Adopted by the Guilford College Board of Trustees October 26, 1974.)

Guilford College is an educational community which strives to further personal growth, intellectually and spiritually, among its students and faculty by sharing fully in a number of rich traditions. Among these are a liberal arts tradition which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; a tradition of career development and community service which provides students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and the Quaker-Christian tradition which places special emphasis on helping individuals to examine and strengthen their values, recognizing that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker faith stresses candor, integrity, tolerance, simplicity, and strong concern for social justice and world peace. Growing out of this faith the college emphasizes educational values which are embodied in a strong and lasting tradition of coeducation, a curriculum with intercultural and international dimensions, close personal relationships between students and faculty in the pursuit of knowledge, faculty governance by consensus, and commitment to the value of lifelong growth through education.

While Guilford College expects each student to develop a broad understanding and appreciation of the important elements of our intellectual and social heritage and at the same time to develop a special competence in one chosen discipline, there is ample flexibility in its curriculum to encourage each student to pursue a program of studies characterized by responsible, independent choice particularly suited to personal needs, skills and aspirations. There is full acceptance of those traditional goals and methods which have proven their value in the past; yet the college also encourages innovation through the use and development of new approaches to teaching and learning. Guilford particularly seeks to explore and to clarify the interdisciplinary nature of all human knowledge and to develop a capacity to reason effectively, to look beneath the surface of issues, and to draw conclusions incisively, critically, and with fairness to other points of view.

The college desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution — a diversity of older and younger, a diversity of race and origin, a diversity of beliefs and of what is valued among individuals. Through experiencing such differences and contending points of view there is hope of freeing ourselves from unconscious bias and of helping one another in the search. In this way each member of the college confronts the important questions of moral responsibility, strives for personal fulfillment, and cultivates respect for all individuals in an environment wherein convictions, purposes, and aspirations, which are deeply felt but difficult to articulate, can be carried forward.

QUAKER HERITAGE

Guilford College opened its doors in 1837 as New Garden Boarding School, founded by the Religious Society of Friends, known as Quakers. It is the oldest coeducational institution in the South. In 1889 the academic program was greatly expanded, and the school became Guilford College, a small Quaker liberal arts college.

The purpose of the institution from the beginning was the training of responsible and enlightened leaders, both men and women. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue.

Quakerism has been traditionally a mode of life rooted in simplicity, regard for the individual, peace, and social concern. It also has been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers. Today Quakers make up about 9% of Guilford's student body and approximately 20% of the faculty and administrative staff. Guilford College does not attempt to indoctrinate in Quakerism, but the Friends' tradition continues to enrich the college's atmosphere of free inquiry.

Liberal education requires an atmosphere of academic and personal freedom, founded on intellectual and moral responsibility. It requires equally an atmosphere of academic and personal concern, a commitment to human values and human beings. It is in the combination of these academic and personal qualities that Guilford's uniqueness lies.

Through the years Guilford has remained true to the vision of its founders. It has not, however, been a static institution. It has continually sought new methods of challenging students, bringing them into contact with ideas and experiences that matter, and helping them eventually to arrive at their fullest potential, both as individuals and as members of society.

THE COLLEGE SETTING

The 300-acre campus of Guilford College is located on the western edge of Greensboro, North Carolina, in the Piedmont section of the state, midway between the seacoast and the Great Smoky Mountains, both readily accessible for weekend outings. The handsome college buildings, shaded by fine old trees, are constructed of Carolina brick, the architecture showing the Georgian Colonial influence in balance of design and in contrast of white columns and red brick. Boxwood and magnolias, dogwood and holly, oaks and pines add to the beauty of the surroundings. There is a small lake in the valley beyond the Physical Education Center.



Historically the Guilford College neighborhood has a number of interesting associations. The first settlers, Quakers from Pennsylvania, came into "this majestic wilderness" about 1748 and named the place New Garden. Their monthly meeting was established in 1754. John Woolman's Journal includes a letter which he wrote to these "first Planters of Truth in the Province." In the graveyard behind New Garden Friends Meeting, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse, one of the last important engagements of the Revolutionary War. The battleground, now a national park, is four miles northeast of the campus.

Across Friendly Avenue from the college is the Quaker Village Mall. A post office, banks, medical offices, and other business establishments are located in the Guilford College community.

Across New Garden Road are New Garden Friends Meeting and the North Carolina Yearly Meeting Offices of the Society of Friends. Nearby is Friends Homes, a retirement community sponsored by the North Carolina Yearly Meeting of Friends, which shares health service facilities with the college and provides some internship and employment opportunities for students. These Friends also serve as a highly skilled source of volunteer assistance in certain areas of the college. Friendship Meeting holds unprogrammed meetings in the Moon Room on campus.

Greensboro itself, a bustling, prosperous, rapidly expanding city of approximately 157,000, offers various cultural, entertainment, service, and religious opportunities. It is the home of two other colleges besides Guilford — Bennett and Greensboro Colleges — and two branches of the state university — the University of North Carolina at Greensboro and North Carolina Agricultural and Technical State University. Lectures, concerts, symposia, and films offered by these institutions are often available to Guilford students. The Eastern Music Festival, held during July and August on the Guilford campus, offers exceptional opportunities to summer students to listen to good music. Restaurants, offering a variety of cuisine, may be found in various parts of the city.

The climate is mild and generally pleasant, and it is possible to engage in outdoor sports during every month of the year. In the winter there is a great deal of sunshine; although there may be some snowfall, extremely cold weather is rare and spring comes early.

Guilford College is easily accessible from the Greensboro/High Point/Winston-Salem Regional Airport, three miles west, and Interstate 40, two miles south.

THE STUDENT BODY

Of the approximately 1,550 students attending Guilford College, about 1,000 are enrolled through the residential campus, with the remaining 550 enrolled through the Center for Continuing Education. About 55% of the student body is male; the remaining 45% is female.

In general, residential students fall into the 18 to 22 year age group; they attend college fulltime, and almost all live in college dormitories. Continuing education students are usually older; many carry full-time employment responsibilities; some have been out of school for several years. About half of the continuing education students study part-time to complete their degrees or to increase their professional competence. A few already have a bachelor's degree and are either acquiring a second degree or working in an area of special interest. Almost all continuing education students commute to the campus. Very frequently they find it convenient to attend classes during evening hours. See Chapter V.

About half of the residential students are from North Carolina; the rest represent a wide spectrum of states and several foreign countries. Many religious denominations are represented.



THE FACULTY

Guilford College has a faculty of approximately 83 full-time members, with a number of specially qualified lecturers and assistants. A low student-faculty ratio offers students exceptional access to faculty for guidance in their studies, academic counseling, and enriching personal association.

The Guilford faculty, which is about 30% female, is highly competent professionally. Approximately 75% have received doctoral or equivalent terminal degrees from leading universities in diverse parts of the United States and some foreign countries. All have advanced training in their fields of specialization. Faculty members share professional and avocational interests with students both inside and outside the classroom and participate with them in campus and community organizations and activities. Perhaps most important for the student, the faculty is sincerely committed to undergraduate teaching and sees learning as a common venture with students into the vital questions of human life.

LEARNING RESOURCES

Although libraries and laboratories, classrooms and computers alone cannot produce educated men and women, they are necessary ingredients in the educational process. Guilford students are urged to make full use of the abundant learning resources which the college provides.

The Library

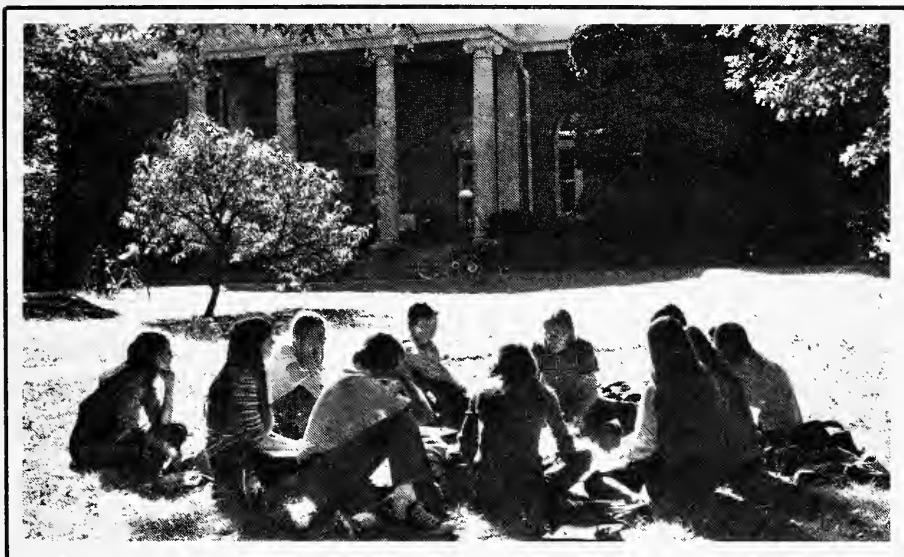
The Guilford College Library maintains one of the best collections of any private senior liberal arts institution in North Carolina. Its collections support all areas of the curriculum with approximately 175,000 books, periodicals, and a variety of non-print media.

Guilford regards the undergraduate library as an active, integral part of the academic program. Consonant with this, the Library provides numerous services which reinforce and extend the instructional process. Among these are individual and group instruction in library research methods and paper writing, a current awareness service for faculty and students, and a multi-media program which makes available a wide array of learning devices such as video recorders, films, microfilms, phonodiscs, tapes, models, and games.

The Library also maintains numerous research and study areas

with a seating capacity in excess of 250. Additionally it makes available seminar and typing rooms, small study rooms, individual study carrels, and two lounges for refreshment and review of newly cataloged additions to the collections.

Because of its historical, genealogical, and institutional significance, the Library's Quaker Collection holds a unique place among special collections of the Southeast. This library within the Library contains rooms for research, historical artifacts, and a fire-resistant vault in which the North Carolina Yearly Meeting of Friends has deposited over 600 manuscript books containing North Carolina records of the Religious Society of Friends dating from 1680.



A class in front of the Library

Classroom Buildings and Laboratories

The two main classroom buildings are Duke Memorial Hall and King Hall. In addition to classrooms and offices, King Hall also houses science laboratories; the foreign languages laboratory and an audio-visual center are located in Duke Memorial Hall. Duke Memorial Hall was built in 1897 by James B. and Benjamin N. Duke in memory of their sister, Mary Elizabeth Duke Lyon. King Hall, originally built in 1883, was named for Francis T. King of Baltimore, Maryland, a Quaker friend to the college for three decades.

The biology department has five well-equipped laboratories, a greenhouse, and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is completely furnished with modern microbiological equipment. The Bailes Greenhouse, gift of E. C. Bailes in memory of Kathleen D. Bailes, provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The physiology laboratory provides equipment for studies of animal and human functions. Individual and research microscopes, photographic equipment, and field equipment provide useful tools for students in all courses.

The five laboratories of the chemistry department are well equipped for experimental work at all levels. A radioisotope laboratory has been funded through a grant from the Atomic Energy Commission. Through grants and gifts from industry, the Harvey A. Ljung Instrumentation Laboratory is being continually updated and extended, the most recent gifts being a Beckman gas chromatograph and a Perkin Elmer grating infrared spectrophotometer.

The physics department laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a research-grade nuclear magnetic resonance spectrometer, a multi-channel analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronic laboratory designed for the use of integrated circuits for the construction of electronic devices. The E. Garness Purdom Physics Laboratory serves freshman physics students. Equipment for observational astronomy includes seven small telescopes of six-inch or greater aperature. One of these is an eight-inch Celestron equipped for visual spectroscopy and astrophotography. The college also has access to the Tri-College Observatory, which includes a research-grade 32-inch telescope. A significant part of the learning experience in the physics department takes place in the laboratory.

Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, polarizing microscopes, photomicrographic facilities, stream tables, and various field study devices, both chemical and physical. The college owns an

extensive rock, mineral, and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield rock collection, focused on fluorescent minerals, was a 1978 gift to the laboratory.

The psychology laboratory provides for study and research in both human and animal behavior. Skinner boxes for animal studies; apparatus for studying human depth perception, illusion phenomena, and discrimination; tests for individual and group assessment; and mazes and mirror-drawing are utilized by students and faculty in the main laboratory or in individual research rooms, including a soundproof room, an electrically shielded room, and one-way vision observation rooms.

Much material and equipment is shared by all departments. An example is the equipment used to study water quality, which has been used by the biology, chemistry, and geology departments in studying local watersheds. Laboratories are open for evening as well as daytime use.

The Price Language Laboratory, a gift of members of the Price family, contains 50 fully-transistorized booths in which students may receive lessons from master tapes or work independently with tapes of their own. The dual console provides eight separate lesson sources. The laboratory is open each day as well as on certain nights for regularly scheduled groups and students who wish to work independently. Students also may have language programs duplicated on cassettes through the Media Center in the basement of the Library.

Film viewing and demonstration lectures for groups up to 100 can be accommodated in the C. Elmer Leak Audio-Visual Center.

The Academic Skills Center

The Academic Skills Center offers all Guilford students an opportunity to improve the tools of learning. A professional staff helps students develop reading and writing skills and counsels them in time management and general study skills. Also available through the Academic Skills Center is the Student Tutoring Service which offers without charge a limited amount of tutoring for specific classes or subjects. The services of the Center are available during some evening hours as well as during the daytime. The Center is located in the basement of the Library.

The Computer Center

The college's DEC PDP-11/40 computer, with terminals in various campus buildings, provides students and faculty with a powerful tool for research, statistical and mathematical analysis, simulation models, data processing, and management training. Introductory courses are offered in management of information systems and numerical analysis. The Computer Center is in New Garden Hall, built in 1912 as the Friends Meeting House. The interior was completely rebuilt in 1966 to provide administrative office space.

Studios and Galleries

Studios for pottery, weaving, painting, and printmaking may be found in Hege-Cox Hall, which also has gallery space for exhibits by staff and students, an apartment for artists-in-residence, and an outdoor kiln for firing pottery. Originally a residence for men, Cox Hall was transformed into an arts and crafts center in 1977 through a gift from Curt Hege and his wife, Pat Shields Hege, of Winston-Salem, North Carolina. Its original namesakes in 1912 were Jeremiah and Margaret Cox, superintendent and matron of New Garden Boarding School.

Although primarily a center for student activities, Founders Hall also houses the art department offices, with space for photography classes and an art history slide library. A gallery on the second floor is available for exhibits by students, faculty, and visiting artists. This building, dating from 1836, was reconstructed in 1975 on the site of the first building of New Garden Boarding School.

Practicing and Performing Space

The south wing of the Charles A. Dana Auditorium houses practice rooms for music majors and a large choir room for rehearsals and musicales. The auditorium itself, completed in 1961, seats around 1,000 people and is used for major musical and dramatic events as well as for lectures, conferences, and commencement exercises. The building also contains the Mary Pemberton Moon Room, suitable in size and arrangement for unprogrammed Quaker worship, informal lectures, and monthly faculty meetings.

Sternberger Auditorium, adjacent to Founders Hall, seats approximately 400 and is equipped for stage productions, concerts, lectures, films, and dances. This building, built in 1975 through the generosity of the Sigmund Sternberger Foundation, also houses the drama department.

The Physical Education Center

Expanded opportunities for physical development, recreation, and athletic competition are provided in Guilford College's newest facility, the \$2.5 million Physical Education Center, to be dedicated in 1980. The Center consists of the new Ragan-Brown Field House and the renovated Alumni Gymnasium. The field house, named in honor of Herbert T. and Elizabeth H. Ragan and Edwin P. and Dorothy H. Brown, has collapsible seating for up to 2,500 spectators; a swimming pool and separate diving tank; a one-twelfth mile track; and convertible courts for basketball, tennis, badminton, and volleyball. The gymnasium, built in 1940, contains physical education classrooms and offices for coaches and some faculty members. Near the Physical Education Center are tennis courts and a small lake open for swimming in the spring and summer. Participation in intercollegiate and intramural sports is encouraged among all students.

THE CONSORTIUM

In order to expand the number and variety of educational opportunities for students, Guilford College in 1968 joined Bennett College and Greensboro College to form the Greensboro Regional Consortium, Inc. Students registered in any of the three colleges may, with the academic dean's approval, take courses at the other consortium colleges for full credit and without additional registration. A shuttle bus transports students between the three campuses in Greensboro.

The three colleges operate on a common calendar. They share majors in art, chemistry, drama and speech, French, geology and earth science, music, political science, Spanish, and special education for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. Library resources also are shared.

Guilford also participates in the Greater Greensboro Consortium, through which students registered at Guilford may enroll in courses during the fall or spring semester at High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro. No additional charges beyond the payment of Guilford tuition are made unless the courses carry special fees.

The Summer Session

A joint summer session is administered by the Greensboro Regional Consortium, with two five-week day sessions and a 10-week evening session offered on the Guilford College campus. Courses are taught by faculty members from all the institutions. Through summer study, students may accelerate their programs, graduating earlier, or compensate for previous academic deficiencies. Continuing education students may utilize the 10-week evening session to make more rapid progress toward a degree. A special Summer Scholars Program allows rising high school seniors with high academic potential to enroll for college-level courses designed to provide a challenging and enriching experience. Should the student decide to attend Guilford College, these courses count toward graduation. Information about summer programs is contained in a summer school catalog printed early in the spring. Requests should be addressed to the Admissions Office of the Center for Continuing Education, Guilford College.

ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Southern Association of Colleges and Schools and by the National Commission of Accrediting and is on the list of colleges and universities approved by the American Medical Association and the North Carolina State Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a number of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the American Association of Higher Education, the North Carolina Association of Independent Colleges and Universities, and the North Carolina Foundation of Church-Related Colleges.

ACADEMIC PROGRAMS

As a liberal arts institution, Guilford College stresses academic excellence, personal growth, and responsible choice. As a Quaker college, Guilford offers an educational experience which emphasizes the study of human values and the interrelatedness of the world. The curriculum prescribes for all students a basic framework of general courses designed to acquaint them with the best in the diverse cultural traditions of the world, to open to them the broad range of ideas and modes of experience represented in various disciplines, and to equip them to think cogently and creatively. Within this framework, students pursue a specialized major. Guilford encourages students to create individual programs, selecting studies which will best contribute to their own development and their own interests. Faculty advisers are readily accessible to assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences. Most courses combine lectures with discussion or laboratory and require research papers and examinations. Seminars, demanding more direct participation by the student, also are available; and opportunities for independent study are provided by most departments. Off-campus learning experiences and foreign study are encouraged. To relate work experiences to formal studies, students are assisted in designing internships in the community. For particularly mature students, Curriculum II allows advanced independent work extending over the entire course of study in the junior and senior years.

GENERAL COURSES REQUIRED FOR GRADUATION

Although the emphasis in the Guilford College curriculum is on flexibility and free choice, a limited number of courses are required of all students seeking the bachelor's degree: Interdisciplinary Studies 101 and 401 and English 150 and 151. Candidates for the two-year Associate of Arts degree, offered in accounting, administration of justice, and management, also complete Interdisciplinary Studies 101 and English 150 and 151, but are not required to take Interdisciplinary Studies 401.

Interdisciplinary Studies

Interdisciplinary Studies 101 and 401 are designed to demonstrate the interrelatedness of all knowledge. Except in unusual circumstances, students enroll in the first course in Interdisciplinary Studies (IDS 101) during the first or second semester of the freshman year, and in the second course (IDS 401) during the senior year. Transfer students above the freshman level are excused from the 101 course but not from the 401 course.

The Interdisciplinary Studies 101 course is taught in small discussion groups by a team of professors from various departments. The course explores a single major theme — in 1980-81 the theme is freedom — from the perspective of various disciplines. Classical and contemporary materials are used to develop skills in critical reading, thinking, writing, and oral communication. The course also provides training in library and computer skills. Because nearly all freshmen take IDS 101, the course also creates a shared intellectual experience for first year students. Freshmen meet a wide variety of faculty as team teachers, guest lecturers, and research consultants. Selected upperclass students serve as teaching assistants. Jonathan Malino, Assistant Professor of Philosophy, directs the program.

Interdisciplinary Studies 401 is a series of interdisciplinary courses, one of which is required of every senior. These courses are designed to provide a capstone experience during which students, drawing upon the experience gained from previous college work, explore issues which cross traditional disciplinary lines. Courses vary from semester to semester and, whenever possible, involve team teaching by professors from the disciplines involved. Typical courses include The Psychology of Sports, Politics and Social Change, The History and Philosophy of Oriental Science, The Problem of Knowledge and Uncertainty, and Concepts of Time. Questions about course selection may be addressed to Jacqueline Ludel, Associate Professor of Psychology/Biology and director of the program.

English

Freshmen take as their requirement in English two courses conceived as an organic unity, English 150-151 (Composition and Literature I-II) unless their performance on the English Placement Essay and Usage Examination administered at registration

demonstrates their need for a more basic course addressing grammar, punctuation, sentence and paragraph structure, and the fundamentals of rhetoric. For these students, the English requirement is three rather than two courses; they enroll in English 110 (Basic Composition) first semester, English 150 second semester, and English 151 the first semester of the sophomore year. Students who do exceptionally well in English 150 enroll in an Honors Section of English 151; if schedule conflicts make this impossible, they may be permitted by the department to substitute a specified literature course involving substantial writing.

The aim of the required composition and literature courses is to nurture the faculties of mind central to one's growth and continuing development in the liberal arts. Specific skills emphasized in each of the semesters as well as the specific texts assigned will vary with the instructor. The department's shared goals, however, for the 150-151 sequence require that the student become capable of presenting an argument which defends a clear thesis of his/her own devising. This involves the use of appropriate evidence displayed in a logical structure of clearly connected paragraphs. In addition, the student should be able to read and interpret major works of literature with a deepening awareness of human questions and moral issues and with increasing sensitivity to the way language functions in non-literal ways to create meaning. The fundamentals of usage which are taught in detail in English 110 are reviewed, when necessary, in English 150-151.

Additional information about the English requirement may be secured from Elizabeth Keiser, Associate Professor of English.

AREA REQUIREMENTS

In order to enrich the student's educational experiences and expand them beyond the limits of a specialized major, Guilford College requires most candidates for the baccalaureate degree to include in their programs one course in intercultural studies and foreign language study, ordinarily through the 102 or 110 level. Candidates for the Bachelor of Administrative Science in accounting, administration of justice, or management are not required to take a foreign language. Specific courses in intercultural studies are not designated but students may choose the one best suited to individual interests and needs. Study in a broad range of foreign languages is possible.

Intercultural Studies

One course in Intercultural Studies is required of every student. The purpose of this requirement is to encourage students to expand their horizons beyond the American-European tradition to the culture of Asia, Africa, Latin America, or certain designated primitive areas. Intercultural courses examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, political and social structures, economic systems, and ways of life found in cultures other than our own. The Quaker heritage of a global perspective is supportive of such intercultural studies. Normally, intercultural courses are open only to upperclassmen, although freshmen may enroll with the consent of the instructor. Seniors are advised to take upper division (300-400 level) courses. Courses in Intercultural Studies may be taken in the student's major field but may not count for both the major and the intercultural requirement. Questions about course selection should be addressed to Dorothy Borei, Assistant Professor of History and Director of Intercultural Studies.

Foreign Languages

The focus of the language program is on language as a key to international and intercultural understanding. Language study is available on the Guilford College campus in French, German, Greek, Latin, and Spanish. Italian is available through the consortium colleges. The foreign language requirement may be fulfilled by completing either a 102 or 110 course. A foreign language proficiency test is available for freshmen upon registration. Through scores on this test, students are placed in either 101 or 110 (102 for Latin or Greek), or may be exempted from further language study. Students placing into 101 must take both 101 and 102. The foreign language requirement also may be satisfied by completing a foreign language course in a program of overseas study. Further information about the foreign language program may be obtained from James Mc Nab, Dana Professor of French.

DISTRIBUTION REQUIREMENTS

Guilford College requires of its graduates an acquaintance with the broad divisions of knowledge recognized as integral to the liberal arts: history, the creative arts, the humanities, science/mathematics, and the social sciences. Candidates for the bachelor's degree select one course each in history and the

creative arts and two courses in the humanities, science/mathematics, and the social sciences, respectively. Candidates for the Associate of Arts degree select one course in history; one course in literature, philosophy, or religious studies; and one course in science or mathematics. A wide selection of courses is available. Not every course listed in departmental offerings, however, satisfies the distribution requirements. To be acceptable, courses must be approved by the faculty Curriculum Committee.

All students take one course in history. The purpose of this requirement is to provide through that course a broad cultural, political, social, and religious context for other studies.

The creative arts requirement is one course in art, comparative arts, creative writing, music, or drama.

In the humanities, two courses are to be selected from two of three areas: philosophy, religious studies, and literature (English literature, literature in a foreign language, or literature in translation, including the classics).

The requirement in the sciences is one science course with a laboratory and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates may satisfy this requirement with any two science or mathematics courses.

In the social sciences of economics, political science, psychology and sociology, two courses in two different departments are required. Administration of Justice 101 also is recognized as counting toward the social science requirement.

THE MAJOR

Departmental Majors

In addition to completing the general, area, and distribution courses required by the college, each student selects a major field of specialization and usually completes eight courses (32 credits) in that field. Majors in specialized fields such as art, music, and elementary or special education normally complete more than the minimum eight courses. Candidates for the Bachelor of Administrative Science degree in management complete 10 courses. Candidates for the Associate of Arts degree complete four courses in the major.

Guilford College offers majors in 25 academic disciplines. Course work in most of the major fields offered may be completed on the Guilford College campus. Special education majors will take part of their work at Guilford and part at Greensboro College through the consortium arrangement. The entire music major must be taken at Greensboro College. The German major is available in cooperation with the University of North Carolina at Greensboro. Most major courses in accounting and management are offered only in the evening, through the Center for Continuing Education. All baccalaureate degree requirements in accounting, administration of justice, and management may be satisfied through evening classes. Degree programs in chemistry, geology, mathematics, physics, psychology, and sociology may be completed through either daytime or evening classes.

The Interdepartmental Major

Guilford College offers an interdisciplinary major in Humanistic Studies. Intended for mature students whose interests focus between or outside traditional departmental lines, the Humanistic Studies major allows students to define their own fields of concentration and to build coherent programs suited to their personal needs and career plans. The program may draw upon the total resources of the college, including departmental offerings, independent study, and off-campus experiences. The student is responsible for developing an integrated concentration which culminates in a substantial project during the final years.

Students interested in such a major are encouraged to talk with Jacqueline Ludel, Associate Professor of Biology/Psychology and Chair of the Humanistic Studies Council; Edward Lowe, Professor of Music; or Jonathan Malino, Assistant Professor of Philosophy. The council, consisting of these faculty members and the Dean of the Faculty, admits students to the major, advises them, and approves individual programs.

Although students may declare themselves Humanistic Studies majors as early as their freshman year, they make the formal application for admission to the program in the fall of their junior year. The written application must present a rationale for the proposed Humanistic Studies major; a coherent program of study made up of 12 courses and/or independent studies taken or proposed, including at least four courses on the junior or senior level; a tentative plan for the project culminating the program; and

the name of the faculty member willing to sponsor the latter. If a student does not fulfill the terms of the approved proposal, program of study, or plan for the culminating project, that student's eligibility to graduate as a Humanistic Studies major may be revoked by action of the Humanistic Studies Council. Some recent projects include Humanistic Psychology and the Scientific Revolution, Women as Artists in the Nineteenth Century, and the Ethical Consideration of the Use of Power.

THE RELATED FIELD

In addition to the eight courses for a major, four courses are required in a related field for those seeking a Bachelor of Arts or a Bachelor of Science degree. Related field courses may be chosen from other major fields or from a number of special concentrations designed to enrich the student's educational program or to widen employment opportunities. Some departments specify related field courses. In other departments, students plan a related field at the same time the major itself is planned with an adviser, to insure coherence between major courses, the related field, and post-college plans. Such planning should normally occur no later than the fourth semester of college study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers shculd do this planning on or shortly after entering Guilford. The Bachelor of Administrative Science degree requires six courses in the related subject field. The Associate of Arts degree requires three courses.

CONCENTRATIONS

In the Classics, Environmental Studies, the History and Philosophy of Science, Intercultural Studies, and Social Services, Guilford does not offer a major. In these areas, however, interdisciplinary concentrations are available which may serve as related fields for interested students and may enhance opportunities for employment.

Classics

In order to acquaint students with their historical and humanistic heritage, the classics department offers a wide array of courses in the classics and the classical languages, providing a suitable related field for several major disciplines. A concentration in Classics consists of any four courses in classics or classical

languages and may include courses from other departments which focus on the classical world. See Chapter VI for a detailed listing of courses.

Environmental Studies

The Environmental Studies concentration gives students majoring in the social or physical sciences or in management the opportunity to relate their major fields to environmental problems facing the world today and tomorrow. The program consists of four courses: Ecosystems (Biology 212), Environmental Geology (Geology 131), Microeconomics (Economics 222), and Demography (Sociology 318). A one-hour course on environmental impact analysis also is offered. During their senior year students take Environmental Systems Planning, a one-semester seminar/independent study course combining classroom work on actual control systems with practical experience in the field, culminating in a thesis-type project.

The faculty for the Environmental Studies program is involved in a broad variety of public issues, ranging from arguments on utility rates before the North Carolina Utilities Commission to presentations on the use of off-road vehicles with the National Forest Service, from work on population dynamics and demography in Guilford County to studies of the long-term availability of water for the Piedmont area. There is constant opportunity for student participation in these activities.

Students interested in this concentration should see Robert Bryden, Dana Professor of Biology, or Charles Almy, Associate Professor of Geology and Earth Science.

The History and Philosophy of Science

Science and technology have been among the primary shapers of human life from before the dawn of recorded history and are perhaps the primary determinants of change in modern civilization. They are recognized increasingly as legitimate fields of investigation by the historian and scientist as well as by those interested in government, industry, and the health profession.

A concentration in the History and Philosophy of Science consists of four courses. Each course is interdisciplinary in method and often team-taught by faculty from at least two departments. Usually the student begins the program with the course History of Science (Chemistry 335) and completes it by choosing at least

three additional courses from the program offerings. These courses currently include Philosophy of Science (Philosophy 391), History and Philosophy of Oriental Science (Philosophy/Chemistry 450), and History of Medicine in America (Biology 204). Additional choices are available through coordination with a parallel program at the University of North Carolina at Greensboro.

For general background, the student in this concentration is expected to take one European and one American history course, two introductory laboratory science courses from one discipline, and a third course from any other scientific discipline or mathematics. Each student designs an individual concentration in consultation with a program adviser and upon graduation receives a letter from the program faculty describing his/her participation. This may be used to supplement the college transcript in seeking employment or graduate education.

Interested students should talk with Ted Benfey, Dana Professor of Chemistry and History of Science, or Jonathan Malino, Assistant Professor of Philosophy.

Intercultural Studies

Guilford's Intercultural Studies concentration is based upon the premise that an acquaintance with diverse cultural traditions will broaden the student's perspectives and so contribute to personal development. The primary aim of the intercultural curriculum is to break the constrictions of the Western mold by exposing the student to radically different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of the interdependence of geographic areas in the 20th century.

The Intercultural Studies concentration is an interdisciplinary program focusing upon (1) political, social, intellectual, and aesthetic values which lie outside the mainstream of the Western experience and (2) the process of institutional and cultural change in the developing nations. A concentration consists of four courses in one of the geographic areas — Asia, Africa, or Latin America. Such courses should represent a progression from the introductory to the advanced level, with no more than two courses at the 200 level. The Intercultural Studies concentration should be planned by the student, the academic adviser, and the Director of Intercultural Studies.

[It also is possible to major in Intercultural Studies by pursuing either the Humanistic Studies program or Curriculum II. Courses from the Greensboro Consortium schools should be considered when defining these majors with faculty advisers.]

Students interested in Intercultural Studies at Guilford should consult with Dorothy Borei, Assistant Professor of History and director of the program.

Social Services

The concentration in Social Services is a multidisciplinary program offered cooperatively by the departments of education, management, psychology, and sociology. Serving as a related field for psychology or sociology majors, it requires courses in Introduction to Personality, Introduction to Social Services, Budget and Fiscal Accounting, Personnel Administration, and Field Work. It is designed to give the student both a chosen field and an understanding of a broad spectrum of related areas which will enhance employment opportunities in agency administration, research, case work, and community organization. Interested students should talk with Cyrus Johnson, Associate Professor of Sociology, or Richard Zweigenhaft, Associate Professor of Psychology.

ELECTIVES

The number of electives available to students depends upon advanced placement in foreign language and ability to test out of other required courses. Ordinarily six or seven elective courses are possible. These may be taken in any department or field. Three elective courses are available to candidates for the Associate of Arts degree.

GRADUATION REQUIREMENTS

For the baccalaureate degree, the student normally is required to complete 32 courses (128 credits, equal to 128 semester hours) of academic work with at least a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses.

An alternate route to the four-year degree is the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. In this case a specific grade point average is not required. While this route to graduation is more lengthy, it does enable a consistent C student to overcome one

semester of poor work. Students who choose this route to graduation will have all grades recorded on their transcripts, but only grades of C or better will count toward graduation.

A minimum of two semesters of study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the college during their last semester of study, and to complete at least half their major courses at Guilford or one of the other consortium institutions.

Students anticipating graduation must file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

The two-year Associate of Arts degree, available in accounting, administration of justice, and management, requires the completion, with at least a C (2.00) average, of 16 courses (64 credits), a minimum of eight to be taken at Guilford College.

SYNOPSIS OF USUAL REQUIREMENTS FOR GRADUATION

	Credits	
	A.A. Degree	Bachelor's Degree
Interdisciplinary Studies 101	4	4
Interdisciplinary Studies 401		4
English 150, 151	8	8
History	4	4
Intercultural Studies		4
Foreign Language		4
Creative Arts		4
Humanities:		
Literature/Philosophy/Religious		
Studies (2 disciplines)	4	8
Science/Mathematics	4	
Laboratory Science		4
Laboratory Science/Non-Laboratory		
Science/Mathematics		4
Social Science (2 disciplines)		8
Major	16	32
Related Field or Concentration	12	16
Electives	12	24
	64	128

For the Bachelor of Administrative Science degree in accounting, administration of justice, and management, the foreign language

requirement does not apply, any two courses in science or mathematics satisfy the science/mathematics requirement, and 24 credits are required for the related field. For specialized majors such as art, music, elementary and special education, see the requirements in the appropriate sections in Chapter VI.

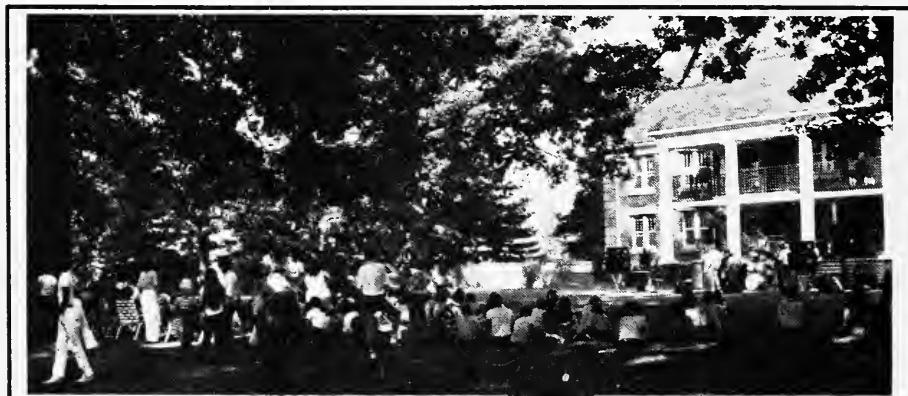
DEGREES OFFERED

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any major except accounting, administration of justice, and management.

Graduates with majors in biology, chemistry, mathematics, physics, and psychology usually are awarded the Bachelor of Science degree but may request a Bachelor of Arts. Majors in geology, political science, sociology, and special education may plan programs leading to either degree.

The Associate of Arts and the Bachelor of Administrative Science degrees are offered in accounting, administration of justice, and management. The Bachelor of Science in these three fields is available to residential campus students or, by special arrangement, to continuing education students.

The art major, offered through the Greensboro Regional Consortium, may lead to either the Bachelor of Arts or the Bachelor of Fine Arts degree. The Bachelor of Music Education degree and the Bachelor of Music degree in applied music, the history and literature of music, or theory and composition are offered through the consortium, with all courses in the major taken at Greensboro College.



Hege-Cox Hall, Arts and Crafts Center

MAJORS	DEGREES
**Accounting	B.S. B.A.S. A.A.
**Administration of Justice	B.S. B.A.S. A.A.
*Art	A.B. B.F.A.
*Art Education	A.B.
Biology	A.B. B.S.
**Chemistry	A.B. B.S.
Drama and Speech	A.B.
Economics	A.B.
Elementary Education	A.B.
English	A.B.
French	A.B.
**Geology	A.B. B.S.
*German	A.B.
History	A.B.
Humanistic Studies	A.B.
**Management	B.S. B.A.S. A.A.
**Mathematics	A.B. B.S.
*Music	A.B. B.M.
*Music Education	B.M.Ed.
Philosophy	A.B.
Physical Education	A.B.
**Physics	A.B. B.S.
Political Science	A.B. B.S.
**Psychology	A.B. B.S.
Religious Studies	A.B.
**Sociology	A.B. B.S.
Spanish	A.B.
*Special Education/Emotionally Disturbed	A.B. B.S.
*Special Education/Learning Disabilities	A.B. B.S.
*Special Education/Mental Retardation	A.B. B.S.

* Denotes cooperative consortium program. (Majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only through specific approval by the Guilford College faculty.)

** Denotes degree programs which may be completed entirely through evening classes. Programs in chemistry, geology, mathematics, physics, psychology, and sociology also may be completed entirely through day classes.

COOPERATIVE PROGRAMS

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford,

completing an additional one to two years at the cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford College and a more specialized professional certificate or degree from the second school.

Guilford College offers the following cooperative programs:

Engineering	Georgia Institute of Technology
Forestry and	
Environmental Studies	School of Forestry, Duke University
Medical Technology	Bowman Gray School of Medicine, Wake Forest University
Physician's Assistant	Bowman Gray School of Medicine, Wake Forest University

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the school sponsoring the program which interests them, and their admission is the prerogative of that school. Arrangements for new cooperative programs may be made upon approval of the Dean of the Faculty and the faculty.

Engineering

A dual-degree program has been arranged by Guilford College in cooperation with the Engineering College of Georgia Institute of Technology, whereby students in the program complete three academic years at Guilford and two years at Georgia Institute of Technology. After satisfying the academic requirements of the two cooperating institutions, the student receives a baccalaureate degree in physics or chemistry from Guilford and one of the designated bachelor's degrees in engineering from Georgia Institute of Technology. Qualified students may arrange to enter the master's degree program in engineering. Early in their college careers students interested in this program should consult with Rex Adelberger, Associate Professor of Physics.

Forestry and Environmental Studies

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree; however, experience indicates that the program is best suited to students who have earned the B.S. or A.B. degrees.

With appropriate guidance, highly qualified students can reach a satisfactory level of preparation for graduate work at the Duke School of Forestry and Environmental Studies in three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirement and the B.S. or A.B. will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 60 units of credit is earned, the student may receive one of the professional degrees, the Master of Forestry or the Master of Environmental Management, from Duke.

For students who have completed the bachelor's degree, master's degree requirements are the same as for students entering after the junior year, but the 60-unit and total residence requirements may be reduced if the student has completed relevant study of satisfactory quality. All requirement reductions are determined individually and consider both the student's educational background and career objectives. Requests for such reductions are required at the time of admission.

The cooperative program does not guarantee admission to Duke. Students who wish to enter the School of Forestry and Environmental Studies after the junior year should apply for admission early in the first semester of the third year of study. Others should complete applications by February 15 preceding the academic year in which they desire to begin study at Duke. All entering students are required to attend a five-week introductory summer course in natural resource analysis.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resources Systems Science; and Natural Resources Economics/Policy. Individual plans of study and research are tailored within these areas of concentration. An undergraduate major in one of the natural or social sciences, engineering, business, natural resources, or environmental science is good preparation for study at Duke, but applicants with other undergraduate concentrations will be considered for admission. All prospective students should have at least one year each in biology, mathematics and economics.

For further information, students should contact William Fulcher, Associate Professor of Biology.

Medical Technology

Through an affiliation with the Bowman Gray School of Medicine in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray to receive a certificate in medical technology from the School of Medicine and a baccalaureate degree from Guilford College. Usually students entering this program major in biology. Since this program is very rigorous, interested students need to plan their courses of study very carefully in consultation with Robert Bryden, Dana Professor of Biology.

Physician's Assistant

A cooperative program with Bowman Gray School of Medicine allows a student to complete three academic years at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. This program normally requires 1,000 hours of clinical experience. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician's assistant certificate from Bowman Gray School of Medicine. Interested students should talk with Robert Bryden, Dana Professor of Biology.

PRE-PROFESSIONAL OPTIONS

Pre-Law

While there is no standard pre-law curriculum, preparation for law school can be made through a variety of academic disciplines. Central to the qualities Guilford attempts to develop are those recommended by the Association of American Law Schools: effective use of language, insight into human institutions and values, and the ability to think analytically, carefully, and independently. Students planning a pre-law program should include courses in logic and accounting and become competent in at least one area of study. The Law School Aptitude Test should be taken no later than the first semester of the senior year. Pre-law advisers at Guilford are Alexander Stoesen, Associate Professor of History; William Carroll, Professor of Political Science; and Richard Coe, Director of Experiential Learning and Career Development.

Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine

Most pre-dental, pre-medical, and pre-veterinary medicine students concentrate on courses in the natural sciences, yet they gain the breadth of knowledge inherent in a liberal arts curriculum. Guilford College can provide the undergraduate with a solid background in the prerequisites for professional school admission, including inorganic and organic chemistry, biology, physics, mathematics, and foreign language. Although a major in science is not required, interested students should talk with Robert Bryden, Dana Professor of Biology and Chair of the Pre-Medical Advisory Committee, or Margaret Young, Associate Professor of Sociology, or Frank Keegan, Assistant Professor of Biology, committee members.



Pre-Ministerial

The Department of Religious Studies offers preparation for a career in the ministry or religious education. A broad range of courses prepares the student to enter theological school directly upon graduation. These include History of Christianity, Old and New Testament, Contemporary Theology, Quakerism, Christian Ethics, and Seminars in Historical Studies. For additional information, students should confer with R. Melvin Keiser, Associate Professor of Religious Studies.

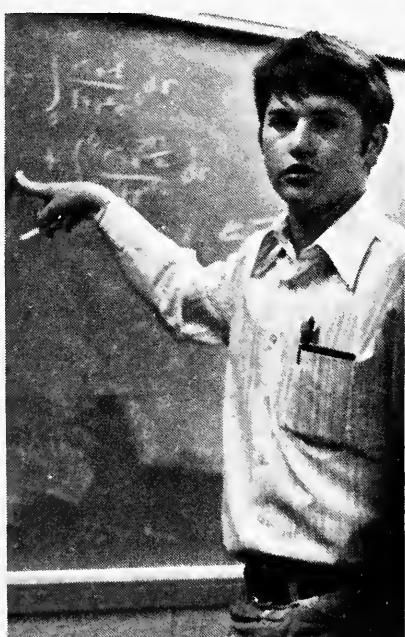
POST-PROFESSIONAL PROGRAM

Anesthesia Nurses

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with minimum duplication of academic courses and within the framework of a liberal arts education. Upon request, Robert Bryden, Dana Professor of Biology, will evaluate past studies and plan a degree completion program for interested applicants.

CERTIFIED PUBLIC ACCOUNTANT PREPARATION

The baccalaureate degree program in accounting is designed to provide a solid foundation for students who plan to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant. Students interested in this program should talk with Mary Greenawalt, Assistant Professor of Accounting.



SPECIAL STUDY OPPORTUNITIES

Special Topics Courses

Under the 450 designation, most departments offer upper level courses exploring topics selected according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Recent examples include Science and Religion, the Psychology of Politics, Modern Poetry and Religion, and the Sociology of Medicine and Health.

Special Topics courses are not scheduled on a regular basis but as student interest warrants or a department desires to make them available. Courses on the same topic are normally not given more than twice. Occasionally special topics courses are offered at the lower 250 level.

Women's Studies

Initially funded by Title III through the Greensboro Regional Consortium, the Women's Studies program at Guilford is an interdepartmental program administered by Carol Stoneburner, Director of Faculty Development, who teaches the interdisciplinary course Images of Women in America. Other courses, frequently under the 450 designation, have been taught by members of the political science, English, sociology, classics, and religious studies departments. Topics have included Women in Politics, Women in American Literature, Women in 17th and 18th Century Literature, Myth of the Feminine, and Sex Roles. In addition, a series of symposia and workshops is offered for concerned students, faculty, and guests. The Interdisciplinary Symposium on American Quaker Women as Shapers of Human Space in the spring of 1979 featured eminent scholars as speakers and attracted local, state, and national participants.

Curriculum II (Honors)

Curriculum II is an alternative program of honors study enabling students in their junior and senior years to pursue major and related studies independently, under the general supervision of their major professors. It is open to students who in their first two years at Guilford College have demonstrated superior intellectual ability, imagination, and self-direction, as well as a high level of academic achievement. The junior year involves directed study

and writing of papers in the major and one related field, with oral and written examinations in the major. The senior year continues independent study in the major and a second related field, followed by oral and written examinations in the major. The degree is granted on the strength of the oral and written examinations and the writing of a senior thesis.

Students interested in Curriculum II should apply through their department chairpersons in the second semester of their sophomore year. Nominations from department chairpersons are acted upon by the faculty Curriculum Committee. An evaluation committee composed of the department chairperson and professors from the two related fields is appointed for each student admitted to Curriculum II. Evaluation of all work done under Curriculum II and certification for the degree are the responsibility of the evaluation committee. A student may be removed from Curriculum II on the recommendation of the evaluation committee and the faculty Curriculum Committee. Such recommendations must be supported by a written appraisal of the student's work.

Independent Study

The various departments of the college offer independent study opportunities under the 260 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and reliability in carrying out commitments made. Therefore, a proposal describing the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth, briefly but coherently, the subject, scope, method, and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor.

When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the latter to the Office of the Registrar. One copy will remain on file in that office; the other will be transmitted to the Office of the Deans.

The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. In general a student with a grade point average of 2.5 or below should attempt no more than one independent study in a

semester. No student may enroll for more than two independent studies or more than 8 hours credit of such work in a single semester without the written permission of the Dean of the Faculty or the Dean of Continuing Education, as appropriate. Independent studies normally carry from 1 to 4 credits.

Senior Thesis

The writing of a senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department according to professional standards, and the thesis should represent both serious research and independent thought.

Departmental Honors Work

For seniors with a 3.5 average in their major, most departments offer an honors program consisting of extensive reading, independent study, and perhaps a research paper. The study is evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. Students successfully completing this program are awarded departmental honors at graduation.

Internships

A variety of internships, numbered 290 in the curriculum and carrying 4 hours of credit, offer unique learning experiences for students by providing them with part-time positions in public or private agencies off campus at the same time they are enrolled in regular on-campus classes. Internships are open to students of sophomore standing or above with a cumulative grade point average of 2.5 or better. Applications for an internship, approved by the student's adviser and the Dean of the Faculty, must be filed with Dick Coe, Director of Experiential Learning and Career Development, prior to preregistration for the semester in which the internship is to be undertaken. The student, in conjunction with on-campus and off-campus supervisors, develops a tentative contract stating both work and academic objectives of the internship and, with the on-campus supervisor, a means of evaluating the experience at its conclusion. A maximum of 12 credit hours obtained through internships is applicable to degree requirements.

Off-Campus Education

Students may supplement their learning experience at Guilford College through a wide variety of off-campus programs, either in the United States or abroad. In these, the scholarship of the classroom is enriched by experience in the realities of the world beyond the campus.

There are four major types of off-campus education available to Guilford students and faculty:

1. **Off-Campus Seminars.** One-week programs during each semester are planned, under faculty leadership, for locations where learning resources are abundantly available. In New York, art, drama and urban problems are studied; in Washington, national government; in Florida, marine science; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, black experience and culture. One credit is granted for each seminar. Housing assistance is provided by the college, and the minimal cost to the student covers meals and travel.
2. **Summer Schools Abroad.** In cooperation with the University of North Carolina at Greensboro, summer school programs have been established in such countries as England, France, Germany, Greece, Russia, and Spain. These programs are led by faculty members from the two schools. Eight credits are given for two courses, and three weeks of individual travel and study follow the six weeks of formal classes.
3. **Seminars Abroad.** This nine-week travel-study experience includes visits to 15 cities in 11 countries. The program involves seminars with educators and civic leaders, meetings with European students, and visits to art galleries, museums, theaters, and historical sites. Guilford grants 4 elective credits for participation in Seminars Abroad.
4. **Semesters Abroad.** In the fall, Guilford has two Semester Abroad programs, each offering a maximum of 16 credits. Courses are taught by regular Guilford College faculty and faculty members selected from the country of residence. In the case of each program, a balance is sought between formal academic study and the opportunity for extensive contact with life in a different culture. Cost is only slightly higher than the cost for a semester on the Guilford campus; and financial aid, with the exception of college work/study, is available. In 1978 through 1980, the programs are based in London and in Munich.

Information about Summer Schools Abroad, Seminars Abroad, and the Munich Semester may be obtained from Claude Shotts or from Assistant Professor William Schmickle at the Guilford Center for Off-Campus Education. Information about the 1980 London Semester is available from Donald Millholland, Director of the London Program.

Summer School or Semesters at Other American or European Institutions

Guilford students with a cumulative C average may attend summer school at other accredited colleges and universities. Only course credit, not grade points, can be transferred back to Guilford; therefore students with academic deficiencies should attend summer school at Guilford College. To attend summer school at other institutions, students must have their courses approved by their advisers and obtain a letter from the Dean of the Faculty certifying their good standing.

Guilford encourages its students to study for a semester or a year at other American institutions or in a European university when such programs are consistent with the student's educational goals and interests. Procedures to be followed are the same as those required for summer school attendance at other institutions.

Pass/Fail Option

To encourage students to broaden their course selections after the freshman year, the college offers students the opportunity to elect one course each semester on a pass/fail basis. If a student elects pass/fail grading during the first week of the term and subsequently meets all the normal requirements of the course at the C level or above, he/she will be awarded credit for the course with a grade of P. Unsatisfactory progress will be indicated with a mark of *F. Neither grade will affect the student's grade point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the Registrar by the end of the semester add period, generally the first week of classes. Students who decide to adopt this option will not be allowed to change their registration. The pass/fail option may not be used in courses

required in the student's major field nor in any other required course. Veteran benefits are not available for courses taken on a pass/fail basis.

A few Guilford courses, indicated in the catalog, are exclusively graded pass/fail.

THE HONOR CODE

In academic affairs Guilford College operates according to an honor system, symbolized by the honor pledge traditionally inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty." It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine efforts on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Faculty members or students strongly suspecting that a student has not been honest in academic work and having evidence to support this suspicion should refer the case to the Judicial Board for consideration. In all such cases, the rights and reputation of the suspected student must be protected.

SCHOLASTIC HONORS

The Dean's List, published at the end of each semester, consists of the names of students who carried at least 8 credits of academic work in the previous semester and earned a 3.50 average.

College Marshals

At the regular faculty meeting in March, the faculty elects 12 members of the sophomore class to serve as college marshals. All members of the class with a B (3.00) average are eligible. The marshals serve at commencement and public functions for the following year. The student receiving the highest number of votes is designated chief marshal.

Dana Scholars

Dana Scholars are selected from the rising sophomore, junior, and senior classes on the basis of character, scholarship, and leadership. The scholarship may be renewed if the student maintains a B (3.00) average and continues leadership activities. See page 64 for further information.

Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, for the express purpose of encouraging and recognizing high academic achievement.

Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College. Faculty members belonging to Phi Beta Kappa or Sigma Xi are eligible in their second year at Guilford, and honorary members are elected on the basis of published writings.

Departmental Honors

Please refer to the preceding section in this chapter, Special Study Opportunities.

Graduating Honors

Honors are awarded graduating seniors who during their college career have attained a quality point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.





CAMPUS LIVING

A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience. In the dormitory as well as in the classroom, in campus clubs as well as in seminars, on the playing field as well as in the laboratory, the Guilford student not only discovers personal identity but creates it through involvement in challenging ideas, activities, and personal relationships.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of man and woman in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their role in the community. Specific guidelines for campus life are printed in the *Student Handbook* available from the Office of the Dean of Students. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

STUDENT GOVERNMENT

Legislative

Student government for the residential campus at Guilford College is organized around a Community Senate, composed of members from each of the six residence halls, representatives from the day student organization, one member of the administration appointed by the President, and two faculty members elected by the faculty. Executive officers of the Senate are chosen each year in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the President of the College to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to the Board of Trustees and to the various faculty committees.

Residence hall government is based upon a unit-of-living concept in which the residents of each individual hall are empowered to write their own constitutions, subject to the approval of the Administrative Council. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living arrangements.

Judicial

Campus offenses and academic violations (see *Student Handbook* for definition) are adjudicated by the Campus Judicial Board, made up of student members chosen from those who petition a special selections committee for membership and of faculty representatives elected from members of the full-time faculty. In addition to the power to impose lesser penalties, the Campus Judicial Board may recommend suspension or dismissal, subject to review by the Student Affairs Committee and the President.

For Continuing Education Student Government, see Chapter V.

STUDENT HOUSING

The Guilford College Main Campus is primarily a residential campus. Although local students may commute, unmarried students usually live in campus residence halls and eat in the college dining room unless excused by the Dean of Students for medical reasons. For married students, some apartments are available on campus. Students over 21 and a limited number below that age are permitted to live off campus with the permission of the Director of Housing.

During fall, Thanksgiving, Christmas, and spring vacations all residence halls are closed and must be vacated. No meals are served at these times. For these dates, the calendar in the Appendix or available in the Office of the Dean of Students should be consulted.

Upon notification of admission to the college, new students may reserve rooms by signing contract forms provided by the Housing Office. Reservations become effective with the signing of the contract if the \$100 enrollment deposit has been paid. Room contracts are binding for the academic year, and students may withdraw from a residence hall only by permission from the

Housing Office. Entering freshmen are assigned rooms in the order in which they have been accepted by the college.

Complete information on room furnishings and residence hall regulations is found in the *Student Handbook*.

The residence halls are:

Mary Hobbs Hall, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. It contains rooms for 56 women, an apartment, reception rooms, a dining room, and a kitchen.

Shore Hall, built in 1954, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife, Katherine Hine Shore. It has rooms for 50 women, an apartment, spacious parlor, basement lounge, and two kitchenettes.

English Hall was built in 1957 to accommodate 50 men. It was given by Nereus C. English, alumnus and trustee, and his brother Thomas English, members of a family influential in the history of Guilford's past. It has an apartment, lounge, and kitchenette.

Milner Hall is a men's residence hall completed in 1962. It contains rooms for 256 men, two apartments, and space for recreational facilities. It is named for Clyde A. Milner, the fourth president of Guilford College, and Ernestine C. Milner, professor emeritus of psychology.

Binford Hall is a women's residence hall completed in 1962. It contains rooms for 160 women, an apartment, and lounges on each floor. It is named for Raymond Binford, the third president of Guilford College, and his wife, Helen T. Binford, who was especially interested in the education of young women.

Bryan Hall, completed in 1968, is designed to house 206 students in suites of eight. It is structured in the form of four buildings around a central court and houses both men and women. The building, which is fully carpeted and air conditioned, was named to commemorate a gift by Kathleen Price Bryan and Joseph McKinley Bryan, Sr.

Guilford College offers the opportunity to groups of interested students to petition the Housing Office for special interest

housing. George White Hall, built in 1910, is an all-male cooperative unit with approximately 12 men. The French House is a women's residence for French majors and others who wish to live in an all-French-speaking environment. In addition to preparing French dishes and creating an appropriate atmosphere in the home, the residents invite guests for special meetings and films which stimulate interest in the French language and culture.

John Gurney Frazier Apartments are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier, Sr., and his son, John Gurney Frazier III. The first units of Frazier Apartments, duplex living units, were constructed in 1954. Thirty-five apartments are now available for rent to married Guilford students and faculty. Details on facilities and rentals and application forms may be obtained from the Business Office. Only full-time students may live in these apartments.

STUDENT SERVICES

Orientation

The orientation of new students and their parents begins with an initial one-week program prior to the opening of the fall semester. During the week, students and parents have an opportunity to meet faculty and staff members. Through small groups, students become acquainted with campus life and are tested, advised, and registered so that they may enter class in as smooth a manner as possible. A pre-orientation session is held for minority and international students immediately preceding the orientation program. This session is designed to speak to the particular needs of these students.

Special orientation sessions are held both semesters for continuing education students, and just prior to the beginning of the second semester a special session is scheduled for new residential students entering at that time.

Health Service

Several months before the date of entrance, each incoming residential campus student is required to forward to the Director of Admissions the report of a physical examination made by a physician and a certification of polio vaccination and last tetanus booster. Such medical certification is made available to the

resident nurse and must be on file before the student is eligible for medical treatment. Daily infirmary office hours are kept during the week, and a physician holds clinic visits each weekday for one hour. After hours or on weekends a nurse is on call at Friends Homes, adjacent to the campus, and may be contacted through residential coordinators or interns. A physician is on call 24 hours a day.

Students needing overnight care are placed in the Friends Homes infirmary at the direction of a nurse or doctor. The medical service included in the Special Fees covers routine illnesses and the cost of sick calls in the infirmary. A charge is made, however, for overnight care and meals after the first night spent in the infirmary. X-ray and extra services are not covered financially from student fees. The student insurance program is in effect for services which exceed \$25 for students who elect this coverage.

For a statement of fees and the cost of student medical and accidental expenses reimbursement insurance, see Chapter IV.

Counseling Services

The Counseling Service is based on the premise that every individual has the potential for continuous personal, intellectual, and social growth. Seldom is that growth more accelerated or more vulnerable than when an individual pursues a genuine liberal education, and the Counseling Service is always eager to provide professional guidance to the student throughout this all-important process.

The Counseling Service Center, located in Bryan Hall, is staffed by professional counselors trained in personal, vocational, and academic counseling; testing; and crisis intervention.

The Center provides a confidential setting for students to plan career goals, resolve studying difficulties, and learn about new dimensions of themselves through growth groups and individual psychotherapy. It also acts as a referral service to sources of assistance in the Greensboro area.

Counseling services available for continuing education students are described in Chapter V.

Career Development and Placement Services

The function of the Career Development and Placement Service, offered to students at all levels and to alumni on a year-round basis, is to assist students with career planning and the implementation of career goals.

Services include aiding students in identifying specific vocational objectives leading to suitable and rewarding employment, assisting them in job-finding techniques, and making available on campus a variety of employers and recruiters for graduating seniors and alumni. The office also acts as an information center for students interested in part-time and summer employment.

An important part of the Career Development and Placement Program is the Student Internship Program, which offers students an opportunity to combine classroom experiences with exposure to an occupational field that is related as closely as possible to the student's course of study and individual interest. See page 33.

This service also provides one of the connecting links between the college and the business and industrial community, keeping the faculty and the administration informed of employment trends.

International Student Services

Services are available to international students through a counselor who advises them on institutional rules, government regulations, academic resources, and opportunities offered by the campus community. All international students are members of the International Relations Club, the primary responsibility of which is to aid in the student's overall transition to Guilford College. A special faculty committee for international students also has as its main concern the welfare of the international student at Guilford.

Every attempt is made to facilitate mutually satisfying relationships between international and United States students and between international students and the college and Greensboro communities. Guilford College is a member of the National Association for Foreign Student Affairs and is authorized under federal law to enroll nonimmigrant alien students.

CULTURAL OPPORTUNITIES

The College Union

The College Union is a student organization which sponsors campus social, recreational, and cultural programs. Union committees include those for recreation, films, concerts, and dances, as well as a coffeehouse. The purpose of the Union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends the Union helps to coordinate.

The Arts Series and the Film Series

The Guilford College Arts Series has a long tradition of cultural programs in music, the performing arts, and public affairs. Each year it brings to campus outstanding concerts and speakers, providing a valuable expansion of fine entertainment in the community. The series is free to all students, faculty, and staff. The Guilford College Film Series presents approximately 40 motion pictures during the year.

Lectures

In addition to lectures that constitute a part of the Arts Series, Guilford students may attend established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin History Lectures, and special lectures sponsored by various departments. These lectures are open to the student body and to interested townspeople.

The Faculty Colloquium

In the belief that dialogue is fundamental to maintaining the quality of intellectual and spiritual life within the Guilford College community, the Faculty Colloquium brings faculty, students, and visitors together weekly to consider some theme of common interest within an interdisciplinary context. Through lectures followed by discussion, faculty from the humanities and the natural and social sciences, as well as occasional guest speakers and students, explore questions of humane import. Recent themes have included Women as Shapers of Culture, The Hero, Development of Sex Roles, Conflict in the Arts, and Human Space. Materials from these lectures often appear in issues of the *Guilford Review*.

FOUNDERS HALL COLLEGE CENTER

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides attractive office and program space for student organizations and activities. Its facilities include meeting rooms, lounges, an art gallery, a recreation room, student offices, an information desk, the art department offices, photography laboratory, mailroom, grill room, bookstore, cafeteria, student-operated radio station, and computer terminals.



Founders Hall, Student Center

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 400 people as well as space for dances and other events. The drama department is housed in the basement, which includes dressing rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for performing arts presentations.

CAMPUS ORGANIZATIONS

The Performing Arts

The Revelers, Guilford's drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Students and faculty often initiate a wide variety of dramatic activities, including New York seminars and work with children's theater, local high school groups, and visiting professional performers. Membership in the Revelers is open to all Guilford students. Especially active members may qualify for the Dramatics Council.

The Guilford College Choir performs numerous concerts each season both on and off campus. In addition to major concerts at Christmas and during the spring, the choir takes an annual tour, bringing the members into stimulating contact with varied audiences and communities. Membership in the choir is by audition and is open to students of all classes. Choir scholarships are available to students meeting specific criteria.

Students interested in the broadcasting of music maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming also includes news, lectures, and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

Special Interest Groups

Brothers and Sisters in Blackness (BASIB) was organized by the Guilford black student community to promote black unity by helping students rediscover, nurture, and project a new black identity, and to add a necessary black perspective to various phases of campus and community life. Both these purposes contribute to the promotion of the black agenda: self-awareness, racial pride, total development of individual abilities, and the right to participate in the policy-making and decision-making processes that affect individual and community life.

The Biophile Club is a conservation organization dedicated to making the community aware of environmental problems. The club is involved in a number of areas — programs on the environment, recycling, and publication of a calendar focused on the environment. As an activist group, the club is involved in a

number of research projects investigating the sources and effects of pollution in Guilford County and the state. It is an active member organization of the Conservation Council of North Carolina and is affiliated with the Audubon Society and the North Carolina chapter of the Collegiate Academy of Science.

The Arts and Crafts Center is a student-funded organization which provides space, equipment, exhibits, and workshops to encourage students to engage in the craft arts: weaving, pottery, jewelry making, batik, woodworking, and calligraphy. The Crafts Center jointly uses facilities with the art department in Hege-Cox Hall.

The Philologists Chowder and Marching Society is an interdepartmental organization of students interested in the physical sciences. The group meets weekly and sponsors speakers, social events, and non-credit classes for specific technical skills.

The Day Student Organization holds regular meetings; its members participate in intramural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

The International Relations Club considers leading issues of the contemporary world, ranging from the problems of underdeveloped countries through considerations of peace and war. Speakers and special programs such as United Nations Week offer a broader understanding of world problems. The club also provides an opportunity for American students to meet and exchange ideas with international students.

The Websterian Society, one of the oldest student organizations on the campus, seeks to develop individual skills in speech and debate, represents Guilford College in both areas on an intercollegiate level, and provides the opportunity for individuals to express their views and ideas on a wide range of topics. Membership is open to all students interested in speech and debate.

Other special interest groups include the Women's Center, the Campus Association of Photographers, Cheerleaders, Society for the Advancement of International Order, and the Committee on Liberation Through Non-Violence.

Departmental Clubs

Majors and other interested students in various departments have organized clubs for discussion of issues relevant to learning in their fields. Foreign language clubs provide practice in the spoken language and programs on the culture of various countries. Phi Alpha Theta, an honorary history society, sponsors historical programs; the Association for Creative Education (ACE) promotes interest in education as a profession; and the purpose of Pi Gamma Mu is to promote and recognize academic excellence in the social sciences. A History Club and a Philosophy Club provide special programs for students in these majors.

CAMPUS PUBLICATIONS

The *Guilfordian*, a weekly newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns, and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout, and publishing.

The *Quaker*, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the *Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

The *Piper*, published annually by a student staff, features original poetry, prose, and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents, and provide opportunities for critical dialogue in the arts.

The French journal *Degré Second: Studies in French Literature from the Renaissance to the Present* appears each year and is distributed internationally. Its co-editor is James P. Mc Nab, Dana Professor of French, while the journal's editorial board consists of distinguished scholars from throughout the United States and Europe.

The *Guilford Review*, published each spring and fall, features writing by faculty, alumni, guest speakers, and others associated with the college. It focuses on questions of an interdisciplinary nature and includes creative as well as scholarly writing. Past

issues have centered on such topics as Mythology, Creative Process, Women and Change, Science and Imagination, and Conflict Resolution.

The *Journal of Undergraduate Mathematics* and *Monographs in Undergraduate Mathematics* are published by the Department of Mathematics of Guilford College. The *Journal*, established in 1969, is an internationally-distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students from throughout the United States as well as from foreign countries. *Monographs* is a series of paperback booklets intended for use in seminars or in independent study or as supplements to regular undergraduate courses. The purpose of each monograph is to stimulate the development of the student's ability to *do* mathematics. To date, six volumes have been published. The managing editors of both publications are J. R. Boyd, Professor of Mathematics, and G. Rudolph Gordh, Jr., Associate Professor of Mathematics.

The Southern Friend: Journal of the North Carolina Friends Historical Society is a semiannual periodical sponsored by the only Friends historical society in the Southeast. Co-edited by Dr. Lindley Butler of the faculty of Rockingham Community College and Dr. Herbert Poole, Director of the Guilford College Library, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

To provide campus news to alumni, parents of students, and other friends, the Guilford College *Bulletin* is published several times a year by the Office of Information Services and Publications. The office, located in New Garden Hall, also is responsible for preparing and printing the college catalog. The office staff is available to advise various departments as well as student organizations in the preparation of brochures and other printed matter. It provides the media with news and feature stories about Guilford students to their hometown newspapers.

RELIGIOUS LIFE

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become associated with local churches or synagogues and continue active roles in church life. New Garden Friends Meeting, across from the college, and Friendship Friends

Meeting, on campus, welcome students of all faiths. Several members of the campus community also sponsor a mid-week meditation to which the entire community is invited.

Student organizations such as Young Friends and Fellowship of Christian Athletes are active on campus, and regular worship services are held for Episcopalian and Catholic students. Lama Lo provides religious and cultural opportunities for Jewish students, and Guilford College Christian Fellowship provides interdenominational programs.

COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work, and internships with governmental, religious, and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as BASIB and the Biophile Club, also pursue their special interests in the community at large.

ATHLETICS AND RECREATION

The athletic program at Guilford provides activities which are physically wholesome, mentally stimulating, and socially satisfying, integrating athletics into the total educational program. All students are encouraged to participate in intercollegiate or intramural sports.

As a member of the Carolinas Conference, the National Association of Intercollegiate Athletics (NAIA), and the Association for Intercollegiate Athletics for Women (AIAW), Guilford sponsors intercollegiate teams in 11 sports. Men may participate in baseball, basketball, football, golf, lacrosse, soccer, and tennis. For women there are basketball, softball, tennis, and volleyball.

In the past 10 years, Guilford College athletic teams have participated in a number of national championships. The baseball, basketball, and golf teams have participated in NAIA National Tournaments; and the basketball team won the national championship in 1973.

The Guilford College Intramural and Recreation Association provides a well-balanced intramural program for both men and women, with opportunities for coeducational activities and individual participation.

MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others, and to observe state, local, and campus traffic regulations. Details of traffic and parking regulations are included in the *Student Handbook*.

LEADERSHIP RECOGNITION

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors. Outstanding seniors may be named to Who's Who in American Universities and Colleges. Academic leadership is recognized by the Dean's List, by appointment of College Marshals, and by scholarships such as the Charles A. Dana Scholarships, awarded for both leadership and academic ability. Each year the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life. Students with very high academic averages may qualify for the Guilford Scholarship Society, which includes also faculty members who are members of Phi Beta Kappa or Sigma Xi.

ADMISSIONS, FEES, AND STUDENT AID

In the admissions procedure, Guilford College concerns itself with more than just statistics. Because Guilford is an academic community which values shared learning experiences, the college seeks in its applicants qualities of personality, intellectual capability, and social awareness which enable students to participate fully and responsibly in both the academic program and campus and community life.

To promote the exchange of ideas and values, Guilford actively seeks a student population representing wide areas of the United States and other nations, as well as a broad spectrum of ethnic, religious, racial, and socioeconomic groups.

SELECTION

Each application is reviewed individually. Effort is made to consider as many aspects of an applicant as it is possible to discern.

The Admissions Committee of the Faculty examines an applicant's past scholastic achievement as demonstrated by grades and class rank in high school and academic potential as predicted by performance on one of the nationwide college entrance examinations. Intellectual ability is a significant factor in selection. Since it does not, however, constitute the whole person, other qualifications are considered.

The Committee attempts to admit competent students whose backgrounds and talents will enrich the community educational experience and whose energies and concerns promise constructive leadership and useful service in their own lives and in society. Personal characteristics are evaluated through letters of recommendation and an interview which prospective students are urged to arrange. All applicants are urged to submit for the Committee's review any information concerning unusual circumstances, achievements, or abilities which they feel would be relevant.

Secondary School Preparation

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the

quality of a student's overall academic performance. However, to be better prepared for an academically successful experience in Guilford's liberal arts curriculum, a student's 16 high school units should include 12 academic units, with 4 units in English, 3 or 4 in mathematics, 1 to 4 in social sciences, 1 to 4 in natural sciences, and 2 to 6 in a foreign language.

Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. See page 57. The Guilford Summer Scholars program described in Chapter I also allows early college experience for selected high school students.

In addition to course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues.

Students also are urged to increase their competence in writing and in developing the ability to express ideas accurately.

Increasing general knowledge and writing skills will not only improve a student's chances of acceptance at Guilford but also will contribute greatly to success in college work.

Entrance Tests

So that the Admissions Committee of the Faculty can better evaluate a prospective student's academic potential, each applicant is expected to sit for the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the college. Information about these tests can be obtained in one's high school.

Personal Interview

The best way for a student to become familiar with a college is to visit its campus and meet and talk with different members of the college community. Likewise, the best way for the admissions staff to become acquainted with a student is through personal contact. For these reasons, each prospective student is encouraged to visit the campus. Arrangements for a personal interview and a campus visit may be made through writing or calling the Admissions Office. The college telephone number is (919) 292-5511.

APPLICATION PROCEDURE

Applications are processed on a rolling basis; as soon as the application and all supporting material are received in the Admissions Office, the application will be considered. The materials needed are (1) the completed application form with a \$15 processing fee, (2) a transcript of all secondary school work, (3) results of one of the college entrance examinations (SAT or ACT), and (4) personal recommendations from guidance counselors or others.

Candidates for admission as residential campus students will be notified of the decision of the Admissions Committee of the Faculty immediately after their applications have been processed. Accepted students confirm their intention to enroll by paying a \$100 enrollment fee. Refundable to new students until May 1, this fee is not applied to tuition and fees but serves as a registration and escrow deposit throughout the student's enrollment at Guilford College. See page 60 for further details. Inquiries concerning admission to Guilford College should be addressed to:

Director of Admissions
Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410.

EARLY DECISION PLAN

To eliminate the necessity for prospective Guilford students to file applications for admission to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges which offer an Early Decision Plan. Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admissions Committee of the Faculty by November 1 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan, students should sit for the SAT or ACT examinations during their junior year in high school and submit their applications by October 15 of their senior year.

Under this plan, students agree to apply to no other colleges until a decision is reached by Guilford; and, if accepted, they agree to

let Guilford know of their decision by paying the \$100 enrollment fee within two weeks after their notification of acceptance. For students accepted under the Early Decision Plan, the enrollment fee is not refundable.

ADVANCED PLACEMENT

Advanced standing may be earned through the Advanced Placement examination or the College Level Examination Program for a total of 32 credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum. The required course Interdisciplinary Studies 101 cannot be waived by examination. Placement and credit decisions in the student's major must be approved by the appropriate department chairperson. Advanced placement may be earned by a score of at least 3 on the AP examination, at least 500 on any CLEP general examination, or at least 50 on a CLEP subject examination. Minimum scores of 4, 550, or 55 respectively on the above examinations entitle the student to receive college credit as well as placement. General examination scores may apply only to courses taken to satisfy the general college or distribution requirements. Credit for other courses may be obtained only by taking subject area examinations. Exceptions to these policies may be made by petition to the Dean of the Faculty. For further information, the student should contact the Registrar's Office or the Admissions Office. Continuing education students should consult Cathy West, Assistant Registrar for Continuing Education.

All freshmen are tested for proficiency in English and in the foreign language they wish to continue studying. On the basis of these tests, students are placed in the most advanced courses for which they are qualified.

TRANSFER APPLICATIONS

Qualified transfer students from accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for transfer to Guilford, a student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for freshman applications.

The materials necessary to complete an application for transfer are (1) the regular application for admission and the \$15

application processing fee, (2) a transcript from every high school and college attended, (3) results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable), and (4) a letter of recommendation from the academic adviser or the academic dean of the school the student last attended.

EARLY ENTRANCE

Because of greater preparation and maturity among many of today's high school students, Guilford College has expanded its Early Entrance Program to accommodate an increased number of able students who wish to pursue their educational objectives at an accelerated rate. Guilford welcomes applications through the normal admissions process from qualified students who are prepared to enter college upon completion of the eleventh grade. Consideration may, in some cases, be given to capable students who wish to enter college even earlier.

Each year an increasing number of students with varied backgrounds and from many states enter through the Early Entrance Program. They are admitted from the age of 14 upward, with or without high school diplomas. Their academic performance and personal development place them markedly above those students accepted through regular admissions, a fact which the college attributes both to high motivation and to intense intellectual curiosity.

Any high school student with superior academic potential is eligible to apply. For details, the Admissions Office should be contacted.



TUITION AND FEES/1980-1981

For the academic year of two semesters:	Day Student	Mary Hobbs Hall	Bryan Hall	Other Halls
Tuition (12-18 credits)	\$3,225.00	\$3,225.00	\$3,225.00	\$3,225.00
Special Fees	225.00	225.00	225.00	225.00
Room and Board		1,500.00	1,665.00	1,600.00
	\$3,450.00	\$4,950.00	\$5,115.00	\$5,050.00
Student Activity Fee	95.00	95.00	95.00	95.00
Yearly Total	\$3,545.00	\$5,045.00	\$5,210.00	\$5,145.00

OTHER FEES

Application Fee	\$ 15.00	Graduation Fee	15.00
Enrollment Fee	100.00	Key Fee	5.00
Per Credit less than 12 hours	70.00	Motor Vehicle Registration Dormitory Student	10.00
Center for Continuing Education (B.A.S. and A.A. degree program students) Per Credit	70.00	Day Student	3.00
Overload Per Credit more than 18 hours	70.00	Linen Deposit	5.00
Audit Fee (per course)	100.00	Insurance Premium	45.00
Registration Fee (part-time students only)	10.00	Athletic Insurance Premium	50.00
Late Registration Fee	\$ 10.00	Transcript Fee (per copy)	2.00
		Continuing Education Student Activity Fee	5.00

All fees are subject to adjustment.

COURSE FEES

Art 102, 103, 104, 105, 200, 201, 204, 205, 221, 222, 223, 224, 225, 226, 248, 251, 252, 253, 300, 301, 304, 362, 480, 481	\$ 5
Art 330, 331, 340, 341, 360, 454	\$25
Biology 114, 115, 204, 213, 325, 326, 340, 342	\$ 5
Biology 221, 222, 245, 324, 332, 335, 337, 341, 431, 433, 434, 438, 443	\$15
Chemistry 111, 112, 434	\$15
Chemistry 220, 221, 222, 323, 324, 431, 432	\$20
Education 440	\$50
English 106	\$ 5
Geology 121, 122, 131	\$ 5
Geology 211, 212, 335, 340, 415	\$10
Interdisciplinary Studies 101	\$ 5
Physics 111, 112, 121, 122, 201, 302, 311, 322	\$ 5
Psychology 340	\$ 5

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.

MUSIC FEES

Guilford College students registered for private lessons in applied music at Greensboro College pay \$330 per semester for two half-hour lessons per week, and \$165 per semester for one half-hour lesson per week.

Fees also are charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters):

Use of Practice Room with Piano	
6 hours per week	\$20.00
12 hours per week	40.00
Use of Practice Room without Piano	
6 hours per week	15.00
12 hours per week	20.00
Rental of Orchestral Instruments	20.00

EXPLANATION OF FEES

Enrollment Fee. A \$100 fee is required of all full-time, residential campus students. This fee serves as an amount from which, at the conclusion of the school year, all financial obligations due the college, such as charges for room damage, library fines, etc., are deducted. If there are deductions from the fee due to unpaid financial obligations, a sum necessary to bring the fee to the level of \$100 will be added to the student's account at the beginning of the next fall term. This fee, less deductions, if any, will be refunded after the student graduates. Refund of this fee will be made to students leaving the college before their senior year only in the following situations:

- (a) For reason of health on certification from the college physician;
- (b) For students leaving the college at the end of the first semester, provided notification is given to the Dean of Students by November 1;
- (c) For students leaving the college at the end of the academic year, provided notification is given to the Dean of Students by April 1;
- (d) For students not permitted to return for academic reasons.

For students who withdraw after the November 1 deadline (or the April 1 deadline), the fee will be credited to the student's account for one year. If the student does not return within one year, no refund will be made. Students who are uncertain about withdrawal should consult with the Dean of Students before either the November 1 or April 1 deadline.

Key Fee. A key fee is required of all resident students. The fee is refundable when the student gives up his/her room and returns the original key.

Linen Service, Fee, and Deposit. Pillow cases, sheets, and towels are furnished optionally by an outside linen service. The cost for this service is included in the regular room charge. If the service is not desired, students or parents must notify the Business Office, in writing, 15 days before the fall registration date in order to receive a credit of \$10 each semester. Those desiring the service also pay a required linen deposit, which will be refunded upon return of linens when the student leaves school.

Late Registration Fee. A student who fails to complete registration on the day and at the time designated will be required to pay a late fee of \$10.

Motor Vehicle Registration Fee. For further information on motor vehicle registration and regulations, see the *Student Handbook*.

Special Fees. Special Fees cover part of the cost of the college infirmary and library, athletic events, convocations, Art Series, and other auxiliary services. Infirmary service does not cover the cost of professional services when a physician is called to attend a patient, the cost of a special nurse, and/or hospital charges. The college provides the services of a trained nurse at the college and medicine for ordinary exigencies or minor accidents.

Student Activity Fee. The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or from which they receive benefits.

MEDICAL AND ACCIDENT INSURANCE

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25 deductible). The policy provides up to \$1,000 medical expenses for each disability. Payment will be made commencing with the 26th dollar of expenses for treatment and hospital confinement incurred within 12 months following the sickness or accident, if treatment begins within 30 days after an accident. The cost of the following is covered:

1. Medical and surgical treatment by a physician.
2. Hospital confinement and special nurses. (Hospital room and board for sickness limited to the cost of a semi-private room.)
3. Miscellaneous hospital expenses such as operating room, anesthetic, medicines, drugs, and laboratory tests.
4. Services rendered by the college infirmary or health service for which the student is normally charged.
5. Dental treatment made necessary by injuries to sound natural teeth (limited to \$250).

The premium for insurance will appear as an item on the first semester charges. Students or parents must notify the Business Office in writing on or before the day of the student's registration if such protection is not wanted.

Students participating in intercollegiate athletics are required to take Athletic Insurance coverage at a cost of \$50 per year.

PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Payment or proper arrangement with the Business Office must be completed by registration day. Any students with an unpaid account 10 days after registration is subject to expulsion from the college.

Monthly Payment

Guilford offers a special plan for parents who prefer to pay tuition and other school fees in monthly installments during the academic year. The cost is 4% greater than when payment is made in cash at the beginning of each term. Those desiring this plan should make arrangements through the Business Office.

REFUNDS AND ADJUSTMENTS

Subject to the adviser's approval, a student may change registration during the first week of classes. No refunds or adjustments are made for changes in registration after this period except in cases of official withdrawal from the college. In these instances, by written notice to the Office of the Dean of Students and the Business Office, refunds or adjustments on tuition, board and room, and fees are as follows:

Tuition

During the first week of refund period which

starts seven days after registration day	80%
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During second week	60%
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During third week	40%
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During fourth week	20%
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After end of fourth week	0%
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Board

Refunds paid are prorated on a weekly basis calculated on Tuesday following the date of official withdrawal.

Room

There will be no refund or credit against room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary or other reasons.

Special Fees and Student Activity Fee

There will be no refund after the first day of classes.

Course Fees

There will be no adjustment of course fees after the first week of classes.

Proration of Financial Aid

Any financial aid grant given to a student who subsequently withdraws from school during the school year will be adjusted on the basis of the ratio of the total refund due, based on time of withdrawal, to the total cost for the student.

STUDENT AID

There are many students whose family resources are insufficient to meet the rising cost of a college education without special assistance. The Director of Financial Aid and the Student Aid Committee of the Faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans, and work opportunities.

Over 50% of Guilford College students receive some type of direct financial assistance. All students benefit from income from endowment funds, since tuition and other expenses are lowered below actual costs.

BASIS OF AWARDS

The Student Aid Committee takes into consideration both academic performance and financial need according to the terms of the particular scholarships available. Usually a student requesting financial aid must have at least a cumulative C average and acceptable work for the preceding semester. All financial aid is awarded for the academic year, but may be removed at the end of a given semester because of unacceptable scholastic work, gross misbehavior, or undue extravagance. Scholarships are not automatically continued but must be applied for each year.

Applications for scholarships and other financial assistance should be addressed to the Director of Financial Aid, Guilford College, Greensboro, North Carolina 27410. Financial need is evaluated through confidential Family Financial Statements submitted through the American College Testing Program, Post

Office Box 1000, Iowa City, Iowa. Forms may be obtained from the high school counselor or directly from the Financial Aid Office. Completed applications should be received before May 31.

SCHOLARSHIPS AVAILABLE

Select Freshmen Scholarships

A number of freshmen entering the college each year compete for honors scholarships of \$1,000 each. Ten of these may be renewed each year if the recipient maintains a B average. Each honors scholarship application is judged on the basis of academic performance, class rank, college board scores, and co-curricular activities. Applications may be obtained by writing to the Admissions Office, and these should be submitted by February 15.

Dana Scholarships

To be eligible for consideration, a student must have completed a full academic year or its equivalent at Guilford College, have a cumulative B average, and be nominated by students, faculty, or administrative staff. Selection is made by a special faculty committee which takes into consideration the student's maturity, motivation, leadership, and contributions to campus life. A Dana Scholar may be reappointed each year, provided he/she continues to meet these criteria. Awards are based upon demonstrated need and may go up to the cost of full tuition.

Aid for Quaker Students

Special grants, made possible by endowment funds and restricted bequests and gifts, are available to any qualified Quaker student who demonstrates need for financial assistance to attend Guilford College. Quaker ministers who are seeking but have not completed a baccalaureate degree can take up to 9 credits per semester without tuition charges. Applications should be made to the Director of Financial Aid.

Other Scholarship Aid

The Student Aid Committee of the Faculty administers a number of scholarships and grants-in-aid made possible by friends of the college. These are awarded largely, but not entirely, on the basis of need. A few of the named scholarship funds are listed. A more complete listing may be found in the Guilford College Student

Consumer's Guide, which is available on request from the Financial Aid Office.

Nereus C. English Scholarship Fund. This fund, established by Nereus C. English of Thomasville, North Carolina, provides scholarships that may be applied to any field of study. Priority is given to graduates of Trinity High School, Trinity, North Carolina.

A. Brown Finch Scholarship Fund. Several scholarships are available each year through the generosity of Mrs. Doak Finch, who established this fund in 1951. Preference is given to North Carolina residents from Randolph or Davidson Counties.

Carlton R. Kerner Scholarship Fund. This fund, established by the family of Carlton R. Kerner, makes funds available to students from a variety of backgrounds. Awards are granted to students who demonstrate sufficient need and strong academic performance.

The Greensboro Fund. This fund offers grant aid for Greensboro residents enrolled through the Center for Continuing Education. Its purpose is to provide support for persons attempting to complete their undergraduate education through the adult continuing education program at Guilford College.

Roxie Armfield King Scholarship Fund. Women students, primarily from Guilford County, receive grants from this fund ranging from \$100 to \$1,000 annually. These awards are based on demonstrated need as well as academic potential.

J. Henry Scattergood Scholarship Fund. This fund was established by the Friends' Freedmen's Association in Philadelphia, Pennsylvania. Preference for recipients is given to American students from economically and culturally disadvantaged backgrounds.

Trustees' Scholarship Fund. The Guilford College Board of Trustees established this fund in 1978. The earnings from the initial endowment are designated to be used for scholarships with preference given to minority and international students.

AID FOR NORTH CAROLINA RESIDENTS

To qualify for North Carolina state grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are

not available for students who have earned a bachelor's degree or qualified for such a degree.

North Carolina Legislative Tuition Grant

During the 1979-80 academic year \$475 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term, and on the 10th day of the spring term.

North Carolina State Contractual Scholarship Fund

The state of North Carolina provides scholarship assistance to needy North Carolina students attending private postsecondary institutions. During the 1979-80 academic year \$155,800 was distributed on the basis of need to Guilford College students.

North Carolina Student Incentive Grant Program

Legal residents of North Carolina accepted for enrollment or enrolled full time, in good standing, in an undergraduate program of study in an eligible college, university, or technical or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through the need analysis system of either the College Scholarship Service or the American College Testing Program. The amount of each grant is based on the individual student's demonstrated financial need in relation to resources and education costs, but may not exceed \$1,500 per academic year.

Application forms are obtained by (1) completing the ACT or CSS need analysis documents and (2) having need analysis results sent to College Foundation, Inc. If sufficient need is established, the NCSIG applications are mailed directly to the student applicant. Need analysis forms must be filed by March 31. Applications filed after March 31 will be considered only if funds are available.

Special note: All students applying for North Carolina Incentive Grants must first apply for Basic Educational Opportunity Grants.

FEDERAL GRANTS AND LOANS

Basic Educational Opportunity Grants are administered by Guilford. The amount of each grant may approximate the funding

level approved by Congress. Application for a Basic Grant is made via the ACT Family Financial Statement or the CSS Financial Aid Form.

Guilford makes Supplemental Educational Opportunity Grants (SEOG) to students with low income and exceptional financial need who require these grants to attend college. Through the government-supported program, authorized by the Higher Education Act of 1972, Guilford offers grants from \$200 to \$1,000 a year for a maximum duration of four academic years. The amount of aid students may receive depends upon their need and takes into account their financial resources, those of their parents, and the cost of attending the college they choose.

Guilford also makes loans of up to \$1,200 per year from the federally-funded National Direct Student Loan Program. These must be repaid within 10 years with interest charges of 3%. Payments begin nine months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years while the borrower is in the armed services, the Peace Corps, or VISTA.

Requests for Guaranteed Student Loans from a student's home bank or a state agency also are certified through the Financial Aid Office.

Law Enforcement Education Program

The Law Enforcement Education Program (LEEP) provides financial support for the college education of criminal justice personnel in the areas of law enforcement, court administration, and corrections. Eligibility information may be obtained from the LEEP Coordinator.

Information on other federal and state grants may be obtained by writing to the Director of Financial Aid.

WORK OPPORTUNITIES

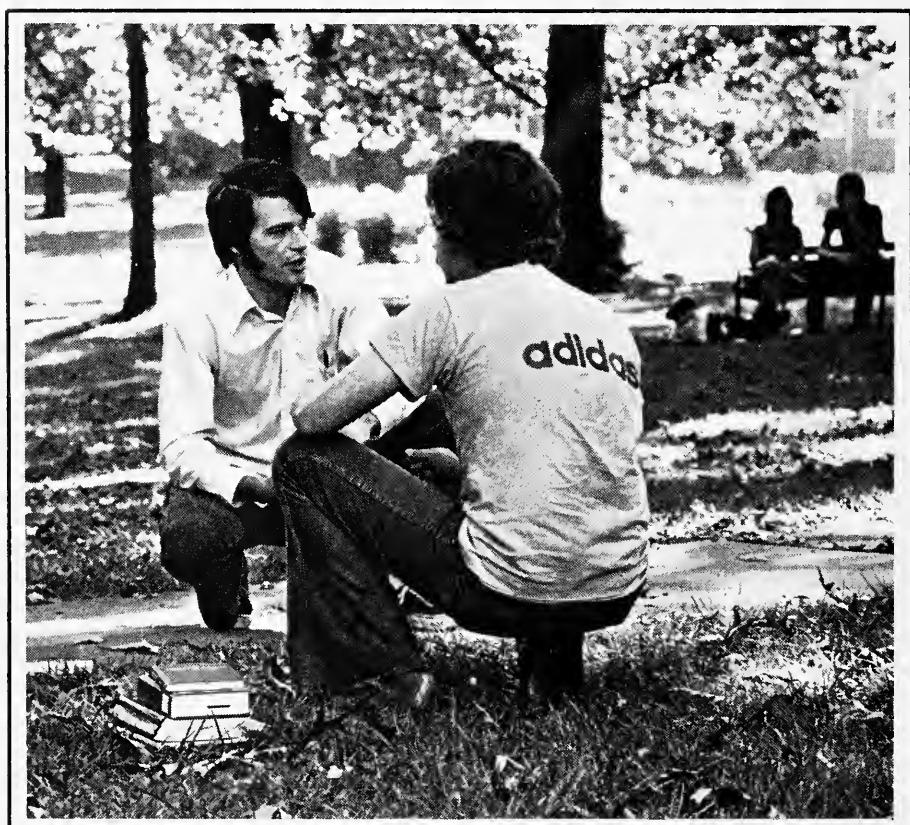
Guilford offers an off-campus job placement service for students who need to work while in school. The college also administers a federally funded work-study program for which students may qualify on the basis of need. Part-time work is available in the library, cafeteria, offices, laboratories, and maintenance.

Women students may also reduce their expenses by rooming in Mary Hobbs Hall, a cooperative dormitory.

VETERANS

The Office of Veteran Affairs makes available to veterans, war orphans, wives, and widows of veterans the same services normally provided at the regional level. In addition to educational benefits, assistance is also available in areas not specifically related to education. Services include determination of eligibility, application for veteran benefits, tutorial assistance (at no cost to the veteran), application for eligibility for home loans, application for eligibility for educational loans, guidance and counseling, and general information regarding the various forms of veteran assistance.

For further information or assistance, the Office of Veteran Affairs, located in the Center for Continuing Education, should be contacted.



CONTINUING EDUCATION

Guilford College's first educational programs for men and women older than traditional residential undergraduates began more than a quarter of a century ago in downtown Greensboro. Since those days in the early 1950s, continuing education and the concept of life-long learning have become major social movements throughout the United States. At Guilford, continuing education has changed in many ways, especially since the Downtown Campus was integrated with the campus proper in 1973. The college's current continuing education programs combine high academic quality and rigorous standards with the flexibility and responsiveness to individuals that distinguish the Quaker tradition. The staff of the Center for Continuing Education and the faculty who teach continuing education students are aware of the special hurdles that adult students must often negotiate, and they are sensitive to both the strengths and the handicaps that frequently characterize these students. This awareness, as well as the conviction that all education, including the education of adults, is an expression of the college's mission, shape Continuing Education at Guilford today.

THE STUDENT BODY

Continuing education students are usually older than traditional undergraduates, and many carry full-time employment responsibilities. About half of these students study part-time to complete degrees, to increase professional competence, or to expand skills and knowledge in new directions. Almost all continuing education students commute to the campus. Some attend classes during the day, since all Guilford courses are open to continuing education as well as residential students. For the most part, however, continuing education students attend classes during the evening hours. Those on a rotating work schedule alternate day and evening sections of courses in a pattern known on campus as "flip-flop."

About 90% of the continuing education students have had some prior postsecondary schooling, although for some this is no more than a course or two taken years back. A large number have completed the associate degree at a technical, community, or junior college. Others already hold one bachelor's degree and are seeking additional training or a second degree.

AREAS OF STUDY

Three pre-professional programs attract a sizeable majority of continuing education students: accounting, administration of justice, and management. Faculty in these programs combine advanced academic training in their areas of expertise with practical experience in the field. They are committed to professional education that is conceptually based: they insist that their students learn how to think as accountants, managers, or criminal justice officers — not simply carry out routine assignments.



Other evening students choose majors in chemistry, geology, mathematics, physics, psychology, or sociology. Although there are fewer night courses in these subjects available during a single semester than in the pre-professional areas, offerings are rotated on a schedule that permits completion of each major at night over a sequence of semesters.

Continuing education students able to attend classes during the day may select a major in any of the 25 academic disciplines offered by the college. See page 25.

In addition to major courses, numerous liberal arts courses in the humanities, arts, sciences, and social sciences are offered during evening hours. Students may enroll in these courses to satisfy general college requirements or for personal enrichment. See pages 22-23 for graduation requirements.

THE EVENING SCHEDULE

The academic year at Guilford College is divided into two semesters (fall and spring), with a summer session administered by the Greensboro Regional Consortium, Inc. During the fall and spring semesters, evening classes are offered four nights a week, following a Monday/Wednesday or Tuesday/Thursday pattern. Classes are scheduled for 75 minutes each, from 6:00 p.m. to 10:15 p.m. Thus continuing education students can carry a full load (3 courses, 12 credits) by attending classes only two evenings a week. Those who do carry a full load speed their progress toward a degree and are eligible to receive the North Carolina Legislative Tuition Grant toward tuition, which in 1979-80 amounted to \$475 for the academic year.

Summer session classes are held Monday and Thursday nights only, and two class periods are scheduled. Eight credits are considered a full-time load. During the summer session, evening students may accelerate their progress toward graduation or compensate for previous deficiencies.

Flip-flop sessions are scheduled during fall and spring semesters and during the summer session.

Students who prefer a lighter load may take one or two courses per evening during fall and spring semesters and only one or none during the summer session.

ADVISING AND COUNSELING

Academic Advising

Two academic advisers are available at the Center for Continuing Education for personal as well as professional counseling with potential, entering, or continuing students. Potential students may consult with these advisers in order to determine which course of study will best suit their interests and abilities. Transfer students may seek assistance in assessing previously earned credits and determining how these credits may count toward a Guilford degree. Continuing students may seek advice as to whether a lighter load is preferable to a full-time load, in view of prior preparation, work schedule, or family responsibilities.

Appointments may be made with an academic adviser any time between 8:30 a.m. and 9 p.m., Monday through Thursday, or 8:30

a.m. and 5 p.m., Friday, by telephoning 292-5511, extension 171 or 173. Judith Harvey and Cathy West are the advisers for continuing education students.

Students who are attending college for the first time work with the Continuing Education academic advisers throughout their initial year at Guilford. Transfer students from other educational institutions begin to plan their courses of study with a faculty member in the major department after one semester. However, all evening students are invited to consult the Dean of Continuing Education or the Continuing Education advisers at any time.

Career Development and Placement Service

Guilford College's Career Development and Placement Center, located in Bryan Hall, offers assistance in career planning as well as with job placement both during college and after graduation. Various interest tests are available through the Center, upon payment of a small fee. Assistance in writing resumés and preparing for job interviews is available. The Center staff coordinates campus visits for representatives of business, industry, and various government agencies, as well as recruiters from graduate and professional schools. An extensive library of career-related materials is maintained at the Career Development and Placement Center, and selected items are available in the Continuing Education lounge. Students interested in an appointment with the Director of Experiential Learning and Career Development may call 292-5511, extension 175.

Clinical Counseling

Short-term counseling and referral service when necessary are available to continuing education students at a modest fee through the Center for Personal Growth in Bryan Hall. For an appointment with one of the counselors, students may call 292-5511, extension 184.

Counseling for Veterans

Available in the Center for Continuing Education is a complete counseling service for veterans, providing educational guidance and information about veteran benefits. This service may be contacted by telephoning 292-5511, extension 307.

Academic Skills Center

The Academic Skills Center, located in the basement of the Guilford College Library, assists students with academic difficulties, especially in reading, mathematics, and expository writing. The training in study skills offered by the Center has proved successful in helping students long out of school to manage the transition back into the classroom. A limited amount of tutoring in a wide range of academic subjects may be obtained without charge through the Center. The telephone number for the Center is 292-5511, extension 253.

STUDENT GOVERNMENT

The Continuing Education Student Government Association (SGA) is composed of all students registered for college credit work through the Center for Continuing Education. The association exists to serve the welfare and interests of its members, working toward the establishment of a community supportive of the continuing education of adults. Among its activities is the sponsorship of social and cultural events for working students whose free time is typically severely constrained. The Student Government Association operates under the direction of an eight member Executive Board elected by ballot of the membership and installed at the last called meeting in the spring semester. The Executive Board derives its authority from the President of the College and is responsible for the allocation of continuing education student activity fees.

ADDITIONAL SERVICES AND ACTIVITIES

Intramural athletics are open to continuing education students as their time permits.

Limited food service (coffee, soup, and sandwiches) is available in the Center for Continuing Education lounge for the convenience of students rushing to class after work. More extensive food service is available during restricted hours in the Grill Room located in the basement of Founders Hall, or in the cafeteria located in the same building.

TUITION AND FEES

See Schedule in Chapter IV, page 58.

ADMISSIONS

Persons wishing to attend Guilford College through its Center for Continuing Education may seek admission to one of several programs. Each of these has been designed with the needs of a particular type of student in mind.

Those who wish to pursue a degree program immediately must enter as regular students. They are expected to furnish transcripts of all scholastic work attempted since entering high school, scores from the School and College Ability or the Scholastic Aptitude Testing Programs of the College Entrance Examination Board or the test of the American College Testing Program, and a letter of recommendation. Transfer students also are expected to furnish a letter from the Dean of the last college attended, attesting to their eligibility to return.

Those who have been out of school for a number of years and cannot, by the college's standards, be evaluated adequately on the basis of their past academic records or test scores may seek admission as "Special Advisees." Such applicants are expected to submit past academic records; however, the college waives its usual requirement regarding test scores for persons seeking to enroll under this arrangement. The college also provides special counseling when needed, and permits the Special Advisee to demonstrate the ability to perform college-level work successfully.

Those who wish to pursue college-level work with no grade assigned and for no college credit may enroll on a non-credit basis. These persons need furnish none of the credentials required of degree candidates. They may audit courses or they may attend certain courses for a flat fee once enrollment for those courses has been established.

For application materials, write to:

Continuing Education Admissions
Guilford College
5800 West Friendly Avenue
Greensboro, North Carolina 27410

or telephone 292-5511, extension 170.

DEPARTMENTAL PROGRAMS

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any cross listing(s), credits awarded for the course, and instructor's name. Noted at the end of the course description are prerequisites and any general college requirement to which the course applies. When possible, each regular course is labeled as normally a day (D) or night (N), spring (S) or fall (F) offering. For courses taught in alternate years, the next date when the course will be offered is indicated.

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits (the equivalent of 4 semester hours). The exceptions are physical education activity courses, off-campus seminars, studio art courses, some independent study projects, and seminars in some departments. In the five-week summer sessions sponsored by the Greensboro Regional Consortium, Inc., non-laboratory courses normally carry 3 credits.

Normally, 100 level courses are introductory courses, 200 level courses are sophomore courses, and 300 and 400 level courses are junior and senior courses. Freshmen may not enroll in 300 or 400 level courses unless they demonstrate exceptional maturity and/or background in the discipline.

ACCOUNTING

Mary B. Greenawalt, Assistant Professor, Chair

Bob M. Keeny, Professor

E. Eugene Oliver, Associate Professor

The increasing complexity of business, government, and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation accounting students receive at Guilford College — the breadth of liberal arts courses as well as the specialization in accounting — is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

ACCOUNTING

Two baccalaureate degree programs in accounting are offered. The Bachelor of Science degree program consists of eight major and four related field courses. The Bachelor of Administrative Science degree program consists of eight major and six related field courses.

Required major courses for both degrees are Introductory Accounting I and II, Intermediate Accounting I and II, and Cost Accounting. Required related field courses are Principles of Economics (Economics 221-222), Computer Systems Management (Management 141), and Financial Management (Management 336); in addition, a second junior or senior level related field course is needed for the B.A.S. degree. Inferential Statistics (Mathematics 112) is required for both degrees; this course may be used to satisfy either part of the related field or part of the science distribution requirement. Careful selection of other courses in the major and related field enables students to tailor the program to their individual career objectives.

The Associate of Arts degree program consists of four major and three related field courses. Required major courses are Introductory Accounting I and II, Intermediate Accounting I, and Cost Accounting. Required related field courses are Principles of Economics (Economics 221-222).

Students who plan to sit for the Certified Public Accountant Examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy course requirements set by the North Carolina Board of CPA Examiners.

201 Introductory Accounting I. 4.
(Department) Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and preparation of financial statements. F/S. D/N.

202 Introductory Accounting II. 4.
(Department) Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting, cost

systems, and cost-volume-profit relationships. Prerequisite: Accounting 201. F/S. D/N.

301 Intermediate Accounting I. 4.
(Greenawalt/Keeny) Theory and application of financial accounting. Emphasis on financial statement presentation, current assets and liabilities, intangible assets, and operational assets. Prerequisites: Accounting 201, 202. F. D/N; S. N.

302 Intermediate Accounting II. 4. **(Greenawalt/Keeny)** Theory and application of financial accounting. Emphasis on corporate equity accounts, long-term investments and liabilities, changes in financial position, pension costs, and current-value accounting. Prerequisite: Accounting 301. F. N; S. D/N.

311 Cost Accounting. 4. (Oliver) Development and use of production costs in planning, controlling, and decision-making. Prerequisites: Accounting 201, 202. F. N.

321 Federal Taxation. 4. (Staff) Principles of federal income tax laws relating to corporations and individuals. Prerequisites: Accounting 201, 202. F.N.

322 Advanced Federal Taxation. 4. (Staff) Tax planning and research in the areas of corporate and fiduciary income taxation and gift and estate taxes. Prerequisite: Accounting 321.

401 Advanced Accounting. 4. **(Greenawalt/Keeny)** Accounting and reporting for consolidated corporations, partnerships, multi-national enterprises, and non-profit organizations. Prerequisites: Accounting 301, 302. F. N.

411 Auditing. 4. (Staff) The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures, and reports. Prerequisites: Accounting 301, 302. S. N.

421 C.P.A. Problems. 4. (Greenawalt) General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations in accounting practice and theory. Prerequisite: all required courses in accounting and related subjects. S. N.

431 Accounting Theory. 4. (Keeny) Theories of valuation, income determination, and financial statement presentation. Emphasis on current accounting issues and the related professional literature. Prerequisites: Accounting 301, 302.

441 Contemporary Issues in Management Accounting. 4. **(Oliver)** Research and discussion of selected topics in the professional literature with emphasis on current concepts and procedures in managerial accounting. Prerequisite: Accounting 311. S. N.

450 Special Topics. 4. See page 31. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

Students are encouraged to consult the summer school catalog for offerings during that term.

ADMINISTRATION OF JUSTICE

ADMINISTRATION OF JUSTICE

Cyrus M. Johnson, Associate Professor of Sociology,
Acting Chair

Charles P. McDowell, Voehringer Professor

John P. Harlan, Jr., Assistant Professor

John C. Grice, Adjunct Assistant Professor

The administration of justice programs are designed to prepare students to meet the complex problems of criminal justice in today's urban society.

Three programs are offered, leading to the Associate of Arts degree, the Bachelor of Administrative Science degree, and the Bachelor of Science degree respectively. All are programs in the behavioral sciences and are conducted in cooperation with local, state, and national criminal justice agencies. Instruction is offered by faculty in the administration of justice department, as well as in the departments of management, political science, psychology, and sociology. Some specialized courses are taught by qualified professionals from the local community.

The Associate of Arts program consists of 16 courses (64 credits) of academic work to be completed with a cumulative C average, the equivalent of two years of full-time college study. It offers the maximum number of professionally oriented courses in the first two years so students can improve their professional competence quickly. Four major courses are required, including Introduction to Criminal Justice (Administration of Justice 101).

The Bachelor of Administrative Science and the Bachelor of Science degrees are designed for students with a career interest in the criminal justice system, including law enforcement, courts, corrections, parole, probation, security, and juvenile delinquency. The program goal is to provide both pre-service and in-service students with an expanded knowledge of the institutions and processes of the criminal justice system. Further, it seeks to provide the analytical tools and techniques necessary for deeper insight into those institutions and processes, including the problems of administration.

Majors in the administration of justice must take Introduction to Criminal Justice (Administration of Justice 101) and Organizational Development (Administration of Justice 310). The remaining six

courses for the major are selected in consultation with the student's adviser and are carefully coordinated with career objectives. At least three of the six must be at the 300 or 400 level. A 4-credit practicum may be required. The related field is satisfied by four courses for the B.S. degree and six courses for the B.A.S. degree taken in approved disciplines, with Elementary Descriptive Statistics (Mathematics 111) required and a course in computer science strongly recommended. Candidates for the B.S. degree must satisfy, without substitution, the college requirements for graduation listed on page 23.

101 Introduction to Criminal Justice. 4.

(Department) Survey of the criminal justice system — philosophy, history, development, role, and constitutional aspects of administration of justice. Review of the agencies and process of criminal justice. Counts toward social science requirement. F. D/N; S. N.

102 Police. 4. (Harlan) Survey of the police as a social institution: structure and processes of police systems. Traditional and behavioral approaches to police system, with particular reference to the problems of maintaining public order under rapidly changing social relationships. F. N.**103 Corrections. 4. (Department)** Survey of structure and processes of correctional institutions, parole, probation, and community based corrections. Methods and problems in rehabilitation and supervision of adjudicated offenders. F. N.**104 Courts. 4. (Grice)** The courts as a social institution: law and the legal mentality, structure and processes of federal, state, and local court systems. Traditional and

behavioral approaches to the courts, with particular reference to problems arising from heavy case loads and changing social norms. F. N.

105 Juvenile Delinquency. 4.

(Department) Survey of problems of delinquency in contemporary society: juvenile courts and institutions; prevention and treatment programs; theories of delinquency causation. S. N.

201 Substantive Criminal Law. 4.

(Department) Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false pretenses, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts, and causation. S. N.

213 Law and Society. 4. (Grice)

Introduction to social jurisprudence; the judicial system; legal rights, wrongs, and remedies; contemporary issues; law as a decision-making process related to other disciplines. Counts toward social science requirement. S. N.

ADMINISTRATION OF JUSTICE

222 **Sociology of Urban Life (Sociology 222).** 4. See page 153.

233 **Criminology (Sociology 233).** 4. (Department) Survey of criminological theory and practice; nature and cause of criminal offenses and offenders. F. D/N; S. N.

240 **Research and Methodology.** 4. (Department) Introduction to analytical tools and techniques of the social sciences as applied to the administration of justice. Research and writing techniques using original source materials, secondary sources, and field research. Summary of current literature in the field, new experimental programs, and theoretical foundations of the criminal justice system. Prerequisite for all upper division courses. F. N.; S. D/N.

290 **Practicum in Administration of Justice.** 4-12.

302 **Legal Thought in Historical Perspective (Political Science 302).** See page 142.

310 **Organizational Development.** 4. (Harlan) Study of formal and informal nature of organizations, the organizational environment and the processes of communication, leadership, decision-making, and principles of change. F. N; S. D/N.

318 **Demography (Sociology 318).** 4. See page 153.

335 **Constitutional Law in the Political Process I (Political Science 335).** 4. See page 143.

336 **Constitutional Law in the Political Process II (Political Science 336).** 4. See page 143.

340 **Principles of Public Administration.** 4. (McDowell/Grice) Principles and practices in policy-making, analysis, decision-making, leadership, communication, and the management of public sector enterprise. F. N.

400 **Advanced Problems in Criminal Justice.** 4. Selected topics, both contemporary and traditional, in the field of criminal justice are examined in depth. The specific problem(s) examined will vary each semester the course is scheduled.

404 **Justice, Law, and the Classics (Political Science 404).** 4. See page 143.

420 **Ethics and Corruption.** 4. (Harlan) Examination of causes and consequences of corrupt and unethical behavior on the part of public officials and the long term consequences of such behavior on the quality of life and delivery of public services. F. N. Alternate years, beginning 1981-82.

450 **Special Topics.** 4. See page 31. Recent offerings include Collective Behavior, Punishment and Deterrence. May be offered also at 250 level.

460 **Research Problems or Independent Study.** 1-4. Recent studies include Biorhythms and Crime, British Judicial System. May be offered also at 260 level.

470 **Senior Thesis.**

490 **Department Honors.** See page 33.

ART

Adele F. Groulx, Assistant Professor, Chair

James C. McMillan, Professor

Roy H. Nydorf, Assistant Professor

The visual arts are an important part of everyday life, and their study is integral to a liberal arts education. Recognizing this, the art department seeks to develop an awareness and appreciation of art in all students as well as to prepare some for careers as professional artists or art teachers.

Art majors may concentrate in one of three areas: painting, graphics, or three-dimensional forms. A concentration in crafts may be arranged with the department chairperson, subject to the approval of the Dean of the Faculty. A major in art education is available through special arrangement with Greensboro College.

Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts, offered in conjunction with Greensboro College and Bennett College through the Greensboro Regional Consortium, is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art.

Twelve courses are required for the studio art major seeking an A. B. degree. Four foundation courses are required: Introduction to Visual Arts, Design I, Design II or Introduction to Three-Dimensional Forms, and Drawing I. In addition, students take two courses and one independent studio course in their chosen concentration, two art history courses, two studio courses in areas other than their concentration, and one elective art course. A senior exhibition also is required.

Twenty-one courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Five foundation courses are required: Introduction to Visual Arts, Design I and II, and Drawing I and II. Seven courses must be completed in the student's chosen concentration, two of them independent studios. Three art history courses also are required. In addition, students concentrating in graphics or three-dimensional forms should take six studio art courses in areas other than their concentration. A senior exhibition is required.

ART

100 Introduction to Visual Arts. 3. Overview of the principal visual arts, including their aesthetic qualities, structural forms, historical roles. Fulfills creative arts requirement.

101 Artists, Materials, and Ideas. 3. Interaction between the creative process, the materials, and the art product. Selected artists studied. Fulfills creative arts requirement.

102 Design I. 3. Fundamentals of design in two-dimensional media, excluding color. Fulfills creative arts requirement.

103 Design II. 3. Continuation of Design I. Emphasis on color problems. Prerequisite: Art 102.

104 Basic Drawing I. 3. Basic principles of drawing in various media stressing the relationship of observation, materials, and methods to form. Fulfills creative arts requirement.

105 Basic Drawing II. 3. Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: Art 104.

200 Painting I. 3. Fundamentals of painting; relationship of materials, techniques, and ideas to visual expression. Oil and acrylic media explored. Prerequisite: Art 102 or 104.

201 Painting II. 3. Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

204 Life Drawing I. 3. Figure drawing; stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: Art 104.



205 Life Drawing II. 3. Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: Art 204.

213 Arts and Crafts for Elementary Teachers. 3. Classroom practice in presentation of art processes and use of materials for elementary students, including a module on arts and crafts for exceptional children.

221 Graphics I. 3. (Nydorf) Printmaking processes of relief printing, including linoleum, woodblock, collography. Prerequisite: Art 104.

222 Graphics II. 3. (Nydorf) Serigraphic printmaking processes, including film, tuche, and light sensitive techniques.

223 Graphics III. 3. (Nydorf) Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint, and drypoint. Prerequisite: Art 221.

224 Graphics IV. 3. (Nydorf) Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: Art 223.

225 Graphics V. 3. (Nydorf) Lithographic stone printmaking processes, including pencil and tuche techniques.

226 Graphics VI. 3. (Nydorf) Advanced printmaking; exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: Art 221, 222, 223, or 224.

248 Introduction to Three-Dimensional Forms. 3. Materials, techniques, and concepts of three-dimensional design. Fulfills creative arts requirement.

251 Sculpture I. 3. Techniques of modeling in clay, wax, plaster; basic armature making and mold making.

252 Sculpture II. 3. Introduction to tools and techniques of subtractive sculpture in wood and stone.

253 Sculpture III. 3. Construction processes in sculpture, including wood and metal.

270 Art History Survey I. 4. Major stylistic periods of art from pre-history through the Middle Ages. Fulfills creative arts requirement. F. N., 1980-81.

271 Art History Survey II. 4. Italian Renaissance through 19th-century European art. Fulfills creative arts requirement.

300 Painting III. 3. Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: Art 201.

301 Painting IV. 3. Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.

304 Murals. 3. Exploration of large scale two-dimensional surfaces designed for public areas. Prerequisite: Art 201.

330 Photography I. 3. Materials, equipment, and basic techniques in black and white still photography. Design in pictorial format stressed.

ART

331 **Photography II.** 3. Special techniques in photographic expression; technical and aesthetic possibilities of color.

336 **Philosophy of Art (Philosophy 336).** 4. See page 134.

340 **Ceramics I.** 3. Introduction to ceramic processes; handbuilding, throwing, glazing.

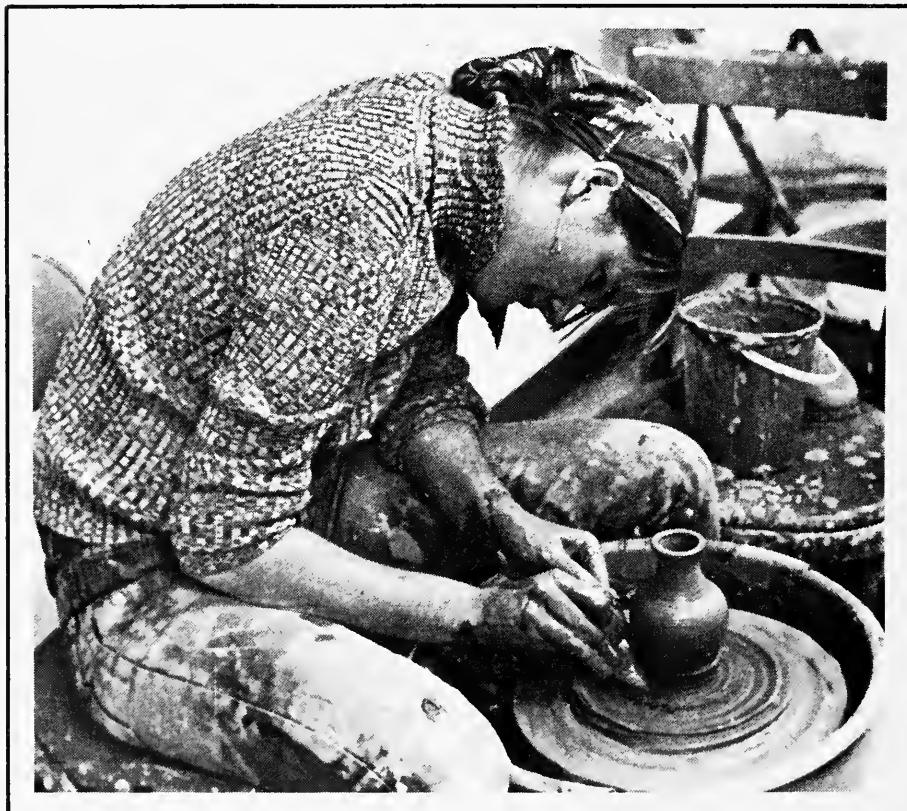
341 **Ceramics II.** 3. Advanced ceramic techniques; sculptural forms, glaze preparation, kiln operation.
Prerequisite: Art 340 or permission of instructor.

346 **Art Methods in the Public Schools.** 3. Methods and materials for effective teaching of art at elementary, junior and senior high school levels.

360 **Fiber Design and Weaving.** 3. Basic and advanced weaving taught on primitive, table, and floor looms. Emphasis on technique and design.

362 **Crafts Design.** 3. Creative design in selected craft media.

372 **Renaissance Art History.** 4. Major artists and stylistic trends of 15th-



and 16th-century Italian and Northern Renaissance art. Fulfills creative arts requirement.

373 Modern Art History. 4. Major artists and art movements from 1860 to the present. Fulfills creative arts requirement. S. N, 1980-81.

440 Oriental Art History. 4. Early art influences in China and India through the first half of the 20th century. Fulfills intercultural requirement.

441 American Art History. 4. European, colonial, Afro-American, technological, and various contemporary influences on the visual arts in the United States. Fulfills creative arts requirement.

450 Special Topics. 4. See page 31. May be offered also at 250 level.

454 Foundry. 3. Investing, pouring, and finishing metal castings.

477 New York Art Seminar. 1. One-week seminar on the visual arts stressing dialogue with art and artists in New York City studios, museums, and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

480- Independent Studio I, II. Students choose the focus of this course. A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews, and final art staff critiques required.

481 Prerequisites: Advanced standing and consent of department chair.

483- Internship. Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews, and final art staff critiques are required.

484

Fees are charged for all studio art courses. See page 59.

Selected studio art and art history courses are offered during evening as well as daytime hours.

BIOLOGY

William E. Fulcher, Associate Professor, Chair

Robert R. Bryden, Dana Professor

Jacqueline Ludel, Associate Professor of Biology and Psychology

Frank P. Keegan and Lynn J. Moseley, Assistant Professors

The biology department seeks to provide students with a good foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses suited to their own interests in the field.

BIOLOGY

This flexibility enables students to prepare for graduate school; for medical, dental, and other professional schools; for careers in many different areas of biology; or for the teaching of biology at the secondary level. The faculty strives to keep informed about graduate schools and career opportunities open to those with a biology major.

A major in biology consists of eight courses (32 credits), including General Botany, General Zoology, and Cell Biology. Additional courses are chosen by the students in consultation with their advisers, in keeping with their career objectives. During their junior year, all students take for credit the Thesis Seminar. Students are required to take one year of mathematics (preferably calculus), one year of chemistry, and one year of physics as related fields for the biology major. A research thesis is very strongly recommended.

In addition to the three basic biology courses listed above, students preparing for careers in secondary education should take Invertebrate Zoology; Comparative Vertebrate Anatomy or Vertebrate Zoology; General Ecology or Ecosystems; Animal Physiology or Plant Physiology; and one course chosen from Field Botany, Nonvascular Plants, or Vascular Plants.

A combined degree program in medical technology and a cooperative program for physician's assistants are available. See page 28. Through an arrangement with Duke University School of Forestry and Environmental Studies, a degree completion program and a master's degree program in forestry are available. See page 26. For individual students, consideration also may be given to degree completion programs at other institutions. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a Bachelor of Science degree in Biology. See page 30.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains, and in adjacent states. Furthermore, Guilford students can perform research at the Belews Lake Biological Station, which is shared with area colleges and universities.

There are opportunities for student participation in independent studies and internships. For example, a student interested in

studying dentistry may spend a semester working with and studying under a practicing dentist. Internships are arranged through consultation with the director of career development, the adviser, and the department chairperson. See page 33.

114 General Zoology. 4. (Moseley/Ludel) Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of morphology, anatomy, physiology, ecology, taxonomy, and evolution. Fulfills laboratory science requirement. F/S. D; F. N, 1981.

115 General Botany. 4. (Fulcher) Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology, and evolution. Fulfills laboratory science requirement. F/S. D; SS. N, 1980; F. N, 1980; S. N, 1982.

204 History of Medicine in America. 4. (Bryden) Pre-scientific roots of American medicine; evolution of scientific medicine and its impact upon medical education, organization of medical profession, public attitudes toward medicine; problems in health care delivery and medical ethics. Laboratory exercises focus upon the development of the technology and instrumentation of medicine and their influence upon scientific knowledge. Field study at Duke University Medical Center examines contemporary applications. F. D. Alternate years, beginning 1981-82.

211 Genetics and Society. 4. (Moseley) Study of genetics and evolutionary thought with special emphasis on their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, population genetics, evolution and the inheritance of genetic diseases. Not applicable to major. Fulfills non-laboratory science requirement. F. D.

212 Ecosystems. 4. (Bryden) Structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Not applicable to major. Fulfills non-laboratory science requirement. D/N. Offered once a year. SS, 1980.

213 Cell Biology. 4. (Keegan) Microscopic structure of cells and cell organelles; biochemical components and functions of cell organelles as related to morphology; growth and division processes of cells with particular emphasis on morphological characteristics and biochemical changes during growth and development. Laboratory techniques such as centrifugation and isolation and characterization of cell organelles utilized. Prerequisites: Biology 114, Chemistry 112. F/S. D; S. N, 1981.

221 Comparative Vertebrate Anatomy. 4. (Bryden) Brief survey of main classes of vertebrates; detailed comparative study of vertebrate anatomy; detailed laboratory study of shark, *necturus*, and cat. F/D. Alternate years, beginning 1980-81.

BIOLOGY

222 Comparative Vertebrate Embryology. 4. (Bryden) Detailed treatment of processes of germ cell development, fertilization, and cleavage; comparative study of development of frog, chick, pig, and man. S. D. Alternate years, beginning 1980-81.

245 Introduction to Forensic Science. 4. (Keegan) In-depth study of application of biological, chemical, and physical sciences to investigation of criminal activity. The student will acquire a firm understanding of the basis of the various tests used in criminal investigations, and of the applicability and usefulness of these tests. Not applicable to major. Fulfills laboratory science requirement. Offered when demand and scheduling permit.

300 Thesis Seminar. 1. (Department) Required of all junior biology majors. Pass/fail grading. F. D.

324 Field Botany. 4. (Fulcher) Taxonomic study of vascular plants involving classification, collection, and identification in the field and laboratory. Prerequisite: Biology 115 or permission of instructor. S. D.

325 Nonvascular Plants. 4. (Fulcher) Advanced study of non-vascular plants with emphasis on morphology, anatomy, and phylogeny of algae, fungi, and bryophytes. Prerequisite: Biology 115. S. D. Alternate years, beginning 1980-81.

326 Vascular Plants. 4. (Fulcher) Advanced study of vascular plants with emphasis on their morphology, anatomy, and phylogeny. Prerequisite: Biology 115. F. D. Alternate years, beginning 1980-81.

332 Invertebrate Zoology. 4. (Bryden/Ludel) Advanced study of phyla of invertebrates with emphasis on taxonomy, physiology, and ecology of the several groups. Prerequisite: Biology 114. F. D. Alternate years, beginning 1980-81.

335 Vertebrate Zoology. 4. (Moseley) Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology, and behavior of representative species. Laboratory work includes field studies of the major groups of North Carolina vertebrates. Prerequisite: Biology 114. F. D. Alternate years, beginning 1980-81.

336 Ornithology. 4. (Moseley) In-depth study of evolution, anatomy, physiology, ecology, and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: Biology 114. S. D. Alternate years, beginning 1980-81.

337 Plant Physiology. 4. (Fulcher) Advanced study of physiological processes of plants with particular emphasis on vascular plants. Prerequisites: Biology 115, 213. Offered when demand and scheduling permit.

340 Psychobiology (Psychology 340). 4. (Ludel). See page 146.

341- Human Anatomy and Physiology I, 342 II. 4, 4. (Keegan) Detailed study of the human body including a study of all organ systems, the interrelationships between structure and function, the effects of exercise, and the characteristics of a variety of disease conditions. Laboratory study of the anatomy of

the body using the cat primarily and selected experiments in circulatory, nerve, muscle, and exercise physiology with emphasis on the physiological responses of the human body. Designed to meet the special needs of the physical education major; open to other students by departmental approval. Prerequisite: Biology 114. Alternate years, beginning 1981-82.

343 Sensory Systems (Psychology 343). 4. (Ludel) See page 146.

431 Animal Physiology. 4. (Keegan) The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis; selected topics in comparative vertebrate physiology. Laboratory examination of characteristics of muscles, electrical properties of nerve conduction, reflex function, blood and its circulation, respiration, kidney function, and somesthetic sensations. Prerequisites: Biology 114, 213. S. D. Alternate years, beginning 1980-81.

433 Microbiology. 4. (Keegan) Structure, classification, nutrition, and biochemistry of micro-organisms; microbiological causes and treatments of various disease conditions, bacterial genetics, sporulation, and the processes of viral infection. Prerequisites: Biology 213, Chemistry 112. S. D.

434 Biochemistry (Chemistry 434). 4. (Keegan) Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids, and nucleic acids in cells; particular emphasis on mechanisms of synthesis of proteins and nucleic acids. Prerequisites: Biology 213, Chemistry 324. F. D.

438 General Ecology. 4. (Bryden) Principles of ecology; laboratory and field work emphasizing animals but including factors governing the distribution of both plants and animals. S. D. Alternate years, beginning 1980-81.

443 Genetics. 4. (Bryden) Study of Mendelian and non-Mendelian genetics; chemical structure of the gene; population genetics and evolution; animal and human materials studied in the laboratory. F. D. Alternate years, beginning 1981-82.

445 Marine Science. 4. (Bryden) Principles of oceanography and problems of marine biology. A 10-day field trip to a marine biology station included in course. Open only to majors with departmental approval. Prerequisite: Biology 332. S. D. Alternate years, beginning 1981-82.

450 Special Topics. 4. See page 31. Possible topics include Animal Behavior (Moseley), Evolution (Ludel/Keegan), Molecular Genetics (Keegan), Immunology (Keegan), Seminar in Nucleic Acids (Keegan), Entomology (Fulcher). May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

470 Senior Thesis. Individual experience in the research techniques of biology; writing of a professional paper.

490 Departmental Honors. See page 33.

CHEMISTRY

CHEMISTRY

O. Theodor Benfey, Dana Professor of Chemistry and
History of Science, Chair
David F. MacInnes, Assistant Professor

The chemistry department seeks to serve students having many interests. Its courses endeavor to give insights into the chemist's activity and role in society; to equip majors with the tools needed for graduate work, teaching, or industry; and to provide those going into allied science and health fields the requisite skills and understanding.

The major in chemistry includes Chemical Principles I and II, Chemical Analysis, Metals and Metal Complexes, Organic Chemistry I and II, Thermodynamics, Senior Seminar, and one advanced course (Nuclear Chemistry, Chemical Bonding, Biochemistry, or certain courses offered at other colleges). Majors are encouraged to carry out an independent study project or to participate in an industrial or government internship at some time during their last two years. Two mathematics courses, including Calculus I, and two physics courses constitute the



related field. Additional courses should be taken in these fields as well as in chemistry if the student's plans include graduate study. Languages most useful for chemistry are German, Russian, French, Japanese, and Chinese. All courses in chemistry are offered in the evening on a rotating basis to enable continuing education students to complete a chemistry major.

The department offers courses in aspects of the history of science and technology to satisfy the growing interest of both science majors and non-scientists.

To recognize superior work in chemistry, the department offers an annual prize to the ablest freshman taking chemistry, and the Ljung scholarship to a chemistry major. In addition, it selects its best senior to be given the Outstanding Student Award of the North Carolina Institute of Chemists. The Harvey Ljung Chemistry Lecture is delivered each year by a nationally recognized chemist.

111 Chemical Principles I. 4.

(Benfey/MacInnes) Basic principles of chemistry, periodicity, bonding and energy relations. Fulfills laboratory science requirement. F. D. Offered N if demand warrants.

instrumental techniques as applied to environmental studies.

Prerequisite: Chemistry 112. F. D. N every third year, beginning 1981-82.

112 Chemical Principles II. 4.

(Benfey/MacInnes) Molecular and ionic equilibria, kinetics and mechanisms, introduction to organic and biochemical systems. Prerequisite: Chemistry 111. Fulfills laboratory science requirement. S. D. Offered N if demand warrants.

222 Metals and Metal Complexes. 4.

(MacInnes) The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes, their synthesis, structure, properties, and analysis. Prerequisite: Chemistry 221. S. D. N every third year, beginning 1981-82.

220 Nuclear Chemistry. 4. (MacInnes)

Radioisotopes, modern techniques of analysis, instrumentation and applications of nuclear chemistry. Prerequisite: Chemistry 112. S. D. Offered 1981-82.

323- Organic Chemistry I, II. 4, 4.

(Benfey) Chemistry of carbon compounds, preparation, sources, uses, and laboratory techniques, including polarimetry, IR, NMR, and gas chromatography. Prerequisite: Chemistry 112. F/S. D. N every third year, beginning 1982-83.

221 Chemical Analysis. 4. (MacInnes)

Quantitative analytical separations and analysis, volumetric and

CHEMISTRY

335 History of Science. 4. (Benfey)
The development of certain major scientific concepts such as atomism, evolution, and cosmology, from ancient times to the present. Emphasis on interrelationship between scientific ideas and technical knowledge, philosophical presuppositions, and religious beliefs current in the same period. Contrasts between Eastern and Western approaches to science. Prerequisites: sophomore standing, one term history, one term science. Fulfills non-laboratory science requirement and IDS 401. Not applicable to chemistry major. D. S of 1980-81.

400 Senior Seminar. 2. (Department)
Library work, discussion of recent advances in chemistry. Recent topics include space chemistry, pollution, chemistry of photography. Required of majors.

431 Thermodynamics. 4. (MacInnes)
Classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, theories of solutions and equilibrium. Prerequisites: Chemistry 221, two semesters of physics, and at least one semester of calculus. F. D. N every third year, beginning 1983-84.

432 Chemical Bonding. 4. (MacInnes)
Bonding, quantum mechanics, spectroscopy. Prerequisite: Chemistry 431. S. D. N every third year, beginning 1983-84.

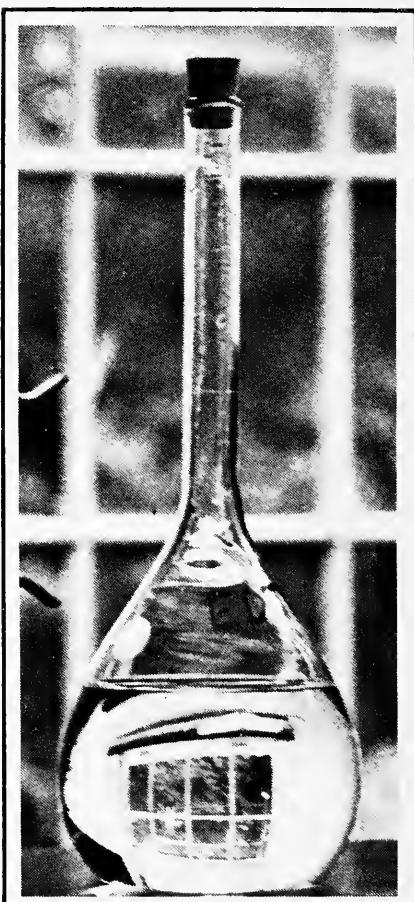
434 Biochemistry (Biology 434). 4. (Keegan) See page 89.

450 Special Topics. 4. See page 31.
Recent courses include History of Technology, The Computer. May

be offered also at 250 level. Recent courses include Coastal Processes, Man and the Sea. A 250 course fulfilling the non-laboratory science requirement will be available F, N, 1981.

460 Independent Study. 1-4. Recent topics include X-Ray Crystallography, Photoredox Chemistry. May be offered also at 260 level.

490 Departmental Honors. See page 33.



CLASSICS

Ann F. Deagon, Professor, Director of Classics

Classics courses involve students in a multilevel study of the languages, literature, history, and culture of the classical world. A fuller awareness of the historical and humanistic heritage of the Western world usually accompanies such study. The interdisciplinary nature of classical studies should contribute to the students' perception of the interrelatedness of various fields of contemporary knowledge and activity.

230 Classical Civilization. 4. (A.

Deagon) Examination of types of evidence and varieties of scholarship and imagination used in the attempt to reconstruct the world of Greece and Rome. Attention given to mythology, art, literature, and scientific thought as well as archaeology and history. Fulfills history requirement. S. D.

250 Special Topics. 4. Recent courses in the Summer Schools Abroad program include Commerce in Greek and Roman History, Myth and Lyric.

301 Classical Literature in Translation.

4. (A. Deagon) Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Counts toward humanities requirement. F. D. occasionally N.

302 Classical Mythology. 4. (A.

Deagon) Greek mythology from its primitive origins; its role in the literature, life, and thought of the ancient world; discussion of mythological theories in relation to the various disciplines. Counts toward humanities requirement. S. D.

460 Independent Study. 1-4. Recent

topics include Catullus, Horace, Virgil. May be offered also at 260 level.

Classical Languages: Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 102.

DRAMA AND SPEECH

GREEK

101 **Introductory Greek I.** 4. (A. Deagon) Introduction to Attic Greek based on fifth century authors; sight reading in the New Testament. F. D.

102 **Introductory Greek II.** 4. (A. Deagon) Further study of classical prose and poetry or readings in the New Testament, according to individual interests. Fulfills foreign language requirement. S. D.

LATIN

101 **Introductory Latin I.** 4. (A. Deagon) Introduction to Ciceronian Latin based on the original texts; sight reading in medieval Latin. F. D.

102 **Introductory Latin II.** 4. (A. Deagon) Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language requirement. S. D.

DRAMA AND SPEECH

Donald D. Deagon, Associate Professor, Chair

The major in drama and speech is designed to give students a sound background in the development of drama as an art form; to deepen their appreciation of its excellence as literature; to give them the technical knowledge necessary to select, stage, and direct plays; and to provide opportunities for personal development through individual and group performance.

A major requires a minimum of eight courses (32 credits), including Development of the Drama, Modern Drama, and one other course in dramatic literature; either Fundamentals of Acting or Principles of Directing; either Play Production or Theater Craft; and the Theater Practice I, II, III, and IV sequence. Other major courses are elective within the department through counseling, according to the student's interest. Special projects and thesis productions are encouraged.

Although involvement in departmental productions is not limited

COMPARATIVE ARTS

301 **Comparative Arts I. (Fine Arts).** 4. (Behar) Focuses on the nuclear materials of painting, literature, and music; their effect on the mode of existence of the various arts and on complete art works; and the validity of analogies between the arts. Fulfills creative arts requirement. F. D.

302 **Comparative Arts II. (Fine Arts).** 4. (Behar) The problem of order and spontaneity in art and the relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe. Fulfills creative arts requirement. S. D.

to drama students, participation is required of majors to provide practical experience in performance, design, construction, and management. Stage facilities are available in Sternberger Auditorium as well as Dana Auditorium.

With departmental approval, credit toward the major may be earned in summer theater projects.

205 Fundamentals of Acting. 4. (D.

Deagon) Basic acting techniques; diction, projection, and body movement; character analysis and characterization; studio and public performance. Fulfils creative arts requirement. F/S. D.

207 Play Production. 4. (Department)

Practical survey of all aspects of theatrical production; consideration of problems in scenery, lighting, costuming, make-up, publicity, box office, and house management; practical experience through work on college productions. Minimum of 24 hours of laboratory work required. F/S. D.

208 Theater Craft. 4. (Department)

Theoretical and practical aspects of set design and technical theater; stage carpentry, scene painting, electricity and lighting. Term project and a minimum of 24 hours of laboratory work required. Prerequisite: Drama 207 or consent of instructor. F/S. D.

210 Introduction to the Theater. 4. (D.

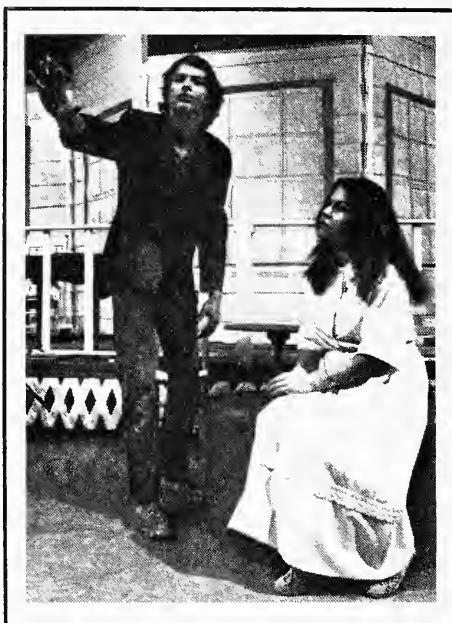
Deagon) Survey of theatrical arts. An historical approach through the present and a study of modern practitioners. Designed to enhance appreciation of theater as an art form. Fulfils creative arts requirement. Alternately F/S. Regularly N.

221 Theater Practice I. Stage Management. 1. (Department)

Practical and theoretical work in stage management. Stage manage major and minor productions. Final report. F/S. D.

222 Theater Practice II. Theater Management. 1. (Department)

Practical work and study in theater management. Manage box office for major and minor productions. Final report. F/S. D.



"Look Homeward, Angel" — The Revelers

DRAMA AND SPEECH

223 Theater Practice III. Property Management. 1. (Department) Study and practice in design, collection, and construction of stage properties. Manage properties for semester production. Final report or design project. F/S. D.

224 Theater Practice IV. Theater Publicity. 1. (Department) Practical work and study in theater publicity. Design and execute publicity for semester production. Final report. F/S. D.

280 Shakespeare (English 280). 4. See page 106.

300 Asian Drama. 4. (D. Deagon) Comparative study of stage conventions, theater history, and dramatic literature of Japan, China, India, and other Asian areas; theater as an expression of historical and cultural influences, comparison with Western conventions. Fulfills intercultural requirement. F of 1980.

306 Principles of Directing. 4. (D. Deagon) Role of the director as creative interpreter in staging, blocking, timing, character building, and dramatic focus; practical investigation of historical and contemporary styles; student direction of scenes and short plays for studio and public performance. F/S. D.

307 Development of Drama. 4. (D. Deagon) Classical drama of Greece, Spain, France, Germany, and Russia; social and intellectual background; history of the Western theater; structural and thematic analysis. Counts toward humanities requirement. F. D. Alternate years, beginning 1981-82.

308 Modern Drama. 4. (D. Deagon) Modern European and American drama from Ibsen to the present; history of the modern theater; social, psychological, and philosophical influences on contemporary theater. Counts toward humanities requirement. S. D. Alternate years, beginning 1981-82.

410 Advanced Acting. 4. (D. Deagon) Advanced work in role analysis, characterization, diction, and body movement in the framework of historical periods and theatrical styles. Studio and public performance. Prerequisite: Drama 205. S. D. Alternate years, beginning 1980-81.

450 Special Topics. 4. See page 31. Recent offerings include Improvisation, Mime, Make-up. May be offered also at 250 level.

460 Independent Study. 1-4. Independent research or directed study for exceptional students during their junior and senior years in areas such as publicity, stage lighting, stage design. Only one independent study course is acceptable as a part of the major requirements. May be offered also at 260 level.

470 Senior Thesis. 4.

490 Departmental Honors. See page 33.

SPEECH

100 Public Speaking. 4. (D. Deagon)
Intensive practice in techniques of effective public address; researching and composition of speeches; individual speech problems. Minimum of eight speeches required. Not applicable to drama major. Regularly N.

200 Oral interpretation. 4. (D. Deagon)
Study and practice of techniques of reading poetry and prose aloud; literary analysis and characterization; preparation of solo program; studio and public performance.

ECONOMICS

Robert G. Williams, Assistant Professor, Acting Chair
Norton H. Robbins, Associate Professor

"The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists."

Joan Robinson

No one can claim to be an educated person or well-informed citizen without some knowledge and understanding of economic forces in society. Every individual must make many decisions which are economic in nature. Economic problems and policies have an extensive and continuous impact on our lives. Economic growth, inequality, inflation, pollution, energy, population, and other issues shape our world and therefore our lives.

The economics program is designed to make a unique contribution to the student's liberal arts education. By offering both scientific analysis and historical perspective, the department seeks to deepen the student's understanding of the complex economic forces at work in society. Included among these forces are the economic factors influencing the behavior of the consumer, the business firm, and the policies of the government.

The program is designed both for students who wish to learn economics for personal satisfaction and for those who wish to prepare for graduate study in economics or to pursue a career in related professions such as law, business, or government.

Eight courses (32 credits) are required for a major in economics, which must include Principles; Statistics; Micro-Analysis; Macro-Analysis; and three additional junior-senior level courses. Two of the latter must be selected as follows: at least one from Comparative Economic Systems, International Economics, or Special Topics, and at least one from Public Finance, Government and Economic Policy, or Labor Economics.

ECONOMICS

Consumer Economics applies to the social science requirement but not to the major in economics. It is highly recommended that students planning graduate study in economics should elect related field courses in calculus, statistics, and computer science.

100 Consumer Economics. 4.

(Robbins) Appraisal of consumer problems in the intelligent choice and use of commodities and services, and how consumer interests can be better protected and promoted. Counts toward social science requirement. Occasionally N.

200 Economic and Social Development. 4. (Williams)

Economic, political, and social determinants of economic development; relations between industrialized nations and underdeveloped countries. Non-technical course with an interdisciplinary approach. Fulfills intercultural requirement. S. D. Alternate years, beginning 1980-81.

221 Economic Principles: Macro. 4.

(Department) Introduction to elementary macroeconomics; study of economic system as a whole, including aggregate demand, aggregate supply, unemployment, inflation, business cycles, banking system, and influence of government policies on macroeconomic activity. Counts toward social science requirement. F/S. D/N.

222 Economic Principles: Micro. 4.

(Department) Introduction to elementary microeconomics; study of the economy from the perspective of its parts, including supply and demand for particular markets, theory of the firm under various types of business environment, theory of consumer

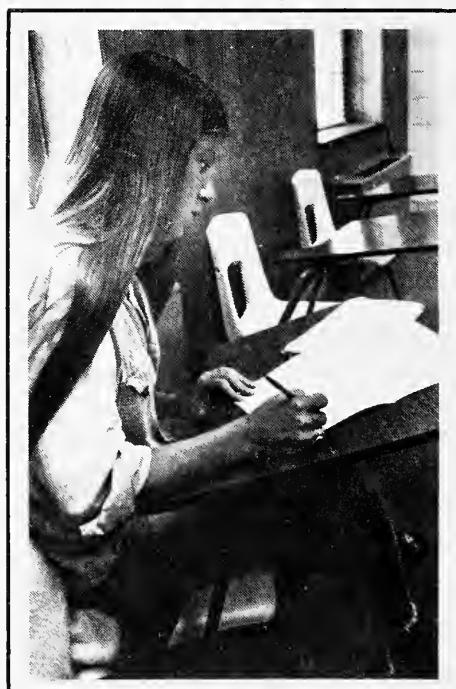
behavior, and applications of theory to current issues and problems of the parts of the economic system. F/S. D/N.

234 Statistical Methods. 4. Statistical

methods for the solution of management problems including frequency distribution, correlation and regression, time series analysis, index numbers, probability, and statistical inference.

321 Microeconomic Analysis. 4.

(Robbins) Intermediate-level approach to theory of consumer behavior, theory of the firm and market organization, theory of



distribution and general equilibrium. Prerequisites: Economics 221, 222. F. D/occasionally N.

322 Macroeconomic Analysis. 4. (Williams) Intermediate-level approach to explaining the behavior of the macroeconomy including a critical examination of competing theories of inflation, unemployment, and boom and bust cycles. Prerequisites: Economics 221, 222. S. D/occasionally N.

335 Comparative Economic Systems. 4. (Williams) Similarities and differences in behavior of various economic systems analyzed in light of their underlying economic structures and by using the comparative method. Prerequisites: Economics 221, 222. Fulfills intercultural requirement. S. D. Alternate years, beginning 1981-82.

342 Public Finance and Fiscal Policy. 4. Taxation theory, principles, and applications; national, state, and local finance; cost-benefit analysis; public revenues, expenditures, and debt as instruments of fiscal and social policy. Prerequisites: Economics 221, 222, or permission of instructor. Occasionally N, as needed.

432 International Economics. 4. (Williams) Systemic approach to international economic relations; theory of international trade and finance; impact of national governments and multinational institutions on the movement of the international economy; and application of international economic theory to current problems of the international economic order. Prerequisites: Economics 221, 222. F. D. Alternate years, beginning 1980-81.

440 Government and Economic Policy. 4. (Robbins) Role of government in economic policy and administrative techniques for promoting social objectives; selected problems in economic control, legal regulation, and social welfare. Prerequisites: Economics 221, 222. Occasionally N, as needed.

441 Labor Economics. 4. Origin and development of the labor movement and collective bargaining; evolution of public policy in labor relations; analysis of labor markets and relevant legislation. Prerequisites: Economics 221, 222, or permission of instructor. Occasionally N, as needed.

450 Special Topics. 4. See page 31. Recent offerings include History of Economic Thought, Econometrics (mathematical techniques in economic analysis more advanced than the requirement in Statistical Methods), or courses offered in off-campus seminars or in overseas programs. May be offered also at 250 level.

460 Independent Study. 1-4. Independent research or directed study on a topic of interest to the student. Credit depends on the quality and length of the paper; generally 1 credit would be earned for an acceptable 20 page paper. By departmental approval. May be offered also at 260 level.

470 Senior Thesis. Research and writing of a professional paper. For students of exceptional motivation and ability. By departmental approval.

490 Departmental Honors. See page 33.

EDUCATION

EDUCATION

Patricia N. Schwab, Associate Professor, Chair and Director of Elementary and Special Education

Gwen J. Reddeck, Assistant Professor, Director of Secondary Education

Kenneth N. Schwab and Bruce B. Stewart, Assistant Professors
Barbara Dreyer, Part-Time Lecturer

Wholehearted involvement is the cornerstone of the teacher education program at Guilford College. Education majors begin working with students as soon as they enter the program, putting into practical use the theoretical teaching skills learned in the college classroom. As the students teach, their college class experiences provide a continual atmosphere for understanding, integrating, and applying their field experiences.

The four areas in which students may take course work leading to a degree or to certification are:

Early Childhood Education: Kindergarten-Grade 3. Students in this area are strongly encouraged to concentrate their elective courses in a field of specialization such as social services, reading, children with special learning needs, day care management, science, or creative arts. Students who wish to major in psychology or sociology also may be certified in early childhood education. Other double majors are available and encouraged.

Intermediate Education: Grades 4-9. Areas of concentration include English/language arts, social science, mathematics, science, physical education, and earth science.

Secondary Education: Grades 10-12. Areas of concentration include English, mathematics, biology, social science, physical education, French, Spanish, earth science, and, through the consortium, music, art, speech, and drama.

Special Education: Learning Disabilities, Mental Retardation, and the Emotionally Disturbed. In cooperation with Greensboro College, under the Greensboro Regional Consortium arrangement, degree programs are offered for teacher training in three areas of special education. Although only one area is required for certification, students are encouraged to seek certification in all three. A number of the major courses must be taken at Greensboro College. Other courses, in psychology and

education, are taken at Guilford College; and Guilford's general course requirements must be satisfied. Students interested in such certification should plan their programs carefully with Patricia Schwab, adviser to special education majors, since many major courses must be taken in a specified sequence. There is little opportunity for elective courses for those students seeking a degree in special education.

Admission to the teacher education program must be requested while the student is enrolled in a beginning course in education. Acceptance is based on grade point average, recommendations, and other pertinent criteria. Enrollment in advanced courses is not permitted before admission to the program, and enrollment in the college does not guarantee acceptance into the teacher education program.

Application for student teaching must be made by March 1 of the junior year and must be supported by the department in which the student is majoring. A tuberculin skin test is required by the State Department of Public Instruction before the student actually begins teaching.

Students interested in teaching must take Education in America, Child and Adolescent Psychology, Educational Psychology, a course in mathematics or logic (in elementary education particular courses are required), work in the teaching of reading, a methods course, and student teaching. Additional required courses for certification in early childhood or intermediate education include: the Philosophy of Education; the Exceptional Child; United States History; Children's Literature; and Creative Arts, Mathematics/Science, Language Arts/Social Studies, Health/Physical Education in the Elementary School. Early childhood education majors are required to take Anthropology and Early Childhood Education, and intermediate education majors a course in United States government. Potential elementary teachers must have enrolled in at least three semesters of Seminar in Teaching and potential secondary teachers in one semester before student teaching, or show equivalent experience.

Specific course requirements for the programs are explained in brochures that may be obtained from the education department.

Special activities available for education majors include seminars in teaching, which stress direct involvement of students in a

EDUCATION

variety of teaching situations; internships; off-campus seminars; and the Association for Creative Education, which students interested in education are encouraged to join and which they may use as a focal point for special events.

221 Education in America. 4. (Reddeck) Introduction to study of American education, including philosophical, historical, sociological foundations; role of federal, state, and local governments in education; financing education; research in teacher education and certification; legal rights/privileges of students and teachers. F/S. D.

236 Philosophy of Education (Philosophy 236). 4. See page 133.

291 Sociology of Education. 4. (Johnson) Emphasis on the interaction of family, school, and community on the school child; influences of race and class.

320 Creative Arts in the Elementary School. 4. (Dreyer) Development of creative experiences for young children with emphasis on art, music, and drama. F. D.

321 Language Arts and Social Studies in the Elementary School. 4. (Dreyer) Comparison of current methods and materials; exploration of content and instructional strategies through practical experiences in the classroom. S. D.

322 Mathematics and Science in the Elementary School. 4. (Dreyer) Evaluation of current objectives, content, methods and materials. Development of sequential learning experiences, problem solving techniques, and instructional strategies through practical experience in the classroom. S. D.

345 Health and Physical Education for the Elementary School. 4. (Clark) Study of methods and materials for effective teaching of health and movement activities. Practical school experience. S. D.

360 Seminar in Teaching. 1. (P. Schwab) Direct involvement in a variety of teaching situations; teaching strategies and individual research related to off-campus experiences discussed in seminars and individual conferences. Pass/fail grading. F/S. D.

366 Diagnostic and Prescriptive Teaching of Reading. 4. (P. Schwab) Principles and practices of a balanced program in reading, with emphasis on fundamentals of reading, word recognition, comprehension, rate, study skills. Stress on diagnostic and prescriptive techniques with children. S. D.

367 Reading in Content Areas. 4. (P. Schwab) Emphasis on study skills, reading methods, materials, strategies, diagnostic and prescriptive techniques used in working with students. F. D.

391 Early Childhood Education. 4. (Dreyer) Philosophies and principles, teaching strategies, materials and methods for personalizing instruction in a child-centered environment; focus on the child from infancy through age 8. F. D.

410 Materials and Methods in the Elementary School. 4. (P. Schwab) Integrated with student teaching (Education 440). Emphasis on appropriate materials and methods for K-3 level (Education 410K) and 4-9 level (Education 410L). F/S. D.

420 Materials and Methods in the Secondary School. 4. (Reddeck) Organization of teaching materials, techniques of instruction, classroom organization and management. F/S. D.

440 Observation and Directed Teaching. 8. (Reddeck/P. Schwab) Observation and directed teaching in area of certification, supervised

by the public school's cooperating teacher and college personnel. Prerequisite: senior standing and completion of most major courses. Pass/fail grading. F/S. D.

450 Special Topics. 4. See page 31. Recent topics include Communication Skills in Deaf Education, Education for Social Responsibility. May be offered also at 250 level.

460 Independent Study and Research. 1-4. Recent topics include Education of the Disadvantaged, Special Projects in Reading. May be offered also at 260 level.

ENGLISH

Elizabeth B. Keiser, Associate Professor, Chair
Rudolph S. Behar, James B. Gutsell, and Richard M. Morton,
Associate Professors
Jane Bengel, Carter P. Delafield, and Ellen O'Brien,
Assistant Professors
Rebecca DeHaven and Claire Helgeson, Part-Time Lecturers

The English department views the study of literary works as a creative activity in which students and faculty together examine the many ways artists use language to present reality. Such a study focuses on the unique forms developed by men and women to define the human condition and on the literary artist as spokesman for and critic of society's most serious concerns.

The program has sufficient flexibility to meet the needs of students who already have a professional commitment to literature as well as of those who are seeking the stimulation and challenges of a broadly conceived humanistic education. As they learn to read thoughtfully and to write clearly, to analyze and also to evaluate human dilemmas, students come to a deeper understanding of themselves, their fellows, and their world.

Eight courses above 150-151 are required for an English major. These courses must include two of three literature surveys (British Literature I and II; American Literature) and English 466 —

ENGLISH

Senior Study. Assisted by departmental advisers, majors select the other five courses in accord with a plan suiting their interests, needs, and long-range goals. Four of the eight courses must be taken at the 300 level or above. Normally, students should take the survey courses early in their programs and then proceed to more advanced courses.

The level of work expected in each course is indicated by its number. Courses numbered 200-299 are conducted at the sophomore level and assume completion of English 150 or a strong high school background; courses numbered 300-399 assume previous work at the sophomore level; courses numbered 400-499 are designed for seniors with experience in literature beyond the sophomore level.

The courses numbered 224-370 are taught at least once every four semesters. Another more flexible group of offerings is provided under 250 and 450 (Special Topics), a program that responds to changing faculty and student literary interests. An Independent Study course or Senior Thesis may provide the culminating experience for the senior major.

The department normally limits students to one Independent Study project among the eight courses in the major and recommends that it not be undertaken until late in the junior or during the senior year. Majors may engage in additional independent study on an elective basis, and occasionally the one-course limitation is waived.

Each major is expected to define his/her own related field, providing a written rationale for the choices. The related field may take many forms, using courses in one or several disciplines. Classics, history, religion, philosophy, and psychology are the areas usually recommended for related study, but certain courses in the sciences may be just as rewarding. Another option is a minor field, such as management, which offers no direct connection to the major but works well in combination with it as a preparation for careers in business or administration. Students interested in pre-professional study often take a double major in English and another discipline. Those with a strong interest in a particular area of literature may choose courses related to that area; for instance, a study of modern literature might be enhanced by courses in modern philosophy, art, religion, and physics. Creative writing courses, while offered through the

English department, are considered related field courses. The offerings in creative writing are limited, but students with serious professional interests may develop more comprehensive programs through independent study and consortium programs.

Students interested in teaching qualify for a secondary school certificate by taking courses in education and psychology in addition to their courses in English.

English majors who show exceptional ability are encouraged to work for departmental honors in their senior year. Besides general college requirements, described on page 33, the English department expects the student to produce a significant critical paper, or series of related critical papers, on a major literary topic and to pass an oral examination related to this topic. Students work for departmental honors in Independent Study courses or a Senior Thesis, or both.

The Leora Sherrill O'Callaghan Scholarship is given annually to a rising senior who has excelled in English.

<p>106 Developmental Reading. 2. (DeHaven) Emphasis on vocabulary development, study skills, effective comprehension and interpretation; methodology of skimming and analytical reading. Pass/fail grading. D/N.</p> <p>110 Basic Composition. 4. (Helgeson/Staff) Practice in writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions. D/N.</p> <p>150 Composition and Literature I. 4. (Department/Staff) Discussion of and practice in composition with analysis of related readings. Texts and specific approach to writing indicated in instructors' course descriptions available at</p>	<p>registration. Normally required fall semester of freshman year. Counts toward English requirement. D/N.</p> <p>151 Composition and Literature II. 4. (Department/Staff) Discussion of and practice in composition at a more advanced level based on readings in major literary works. Special sections for Honors and for transfer students. Normally required spring semester of freshman year. Counts toward English requirement. D/N.</p> <p>210 Creative Writing. 4. (A. Deagon) Writing workshop course; student work criticized in class and in individual conferences; class discussions of literature and general literary principles. Usually alternates between a concentration on poetry (1981-82) and on prose fiction (1980-81). Fulfills creative arts requirement.</p>
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ENGLISH

222 African Literature. 4. (Gutsell)
Works of contemporary African writers arranged to present the evolving development of Africa from pre-colonial to current situations, its geography and cultural history. Fulfills intercultural requirement. With prior permission and some adjustments may apply to major. Alternate years, beginning 1981-82.

224 American Literature Survey. 4. (Morton/O'Brien) The American mind in literature from the Puritans to the present. Counts toward survey requirement for majors and humanities requirement. Alternate years, beginning 1980-81.

233 British Literature I. 4. (E. Keiser)
Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century. Counts toward survey requirement for majors and humanities requirement.

234 British Literature II. 4. (Behar/E. Keiser) Intensive study of major literary figures and changing forms from the romantic period to the present. Counts toward survey requirement for majors and humanities requirement.

240 Development of the Novel. 4. (Bengel) The novel from its origins in 18th century to the present. Alternate years, beginning 1981-82.

245 Southern Literature. 4. (Morton)
Readings in themes of Southern American literature, emphasizing the Southern literary renaissance, but turning attention also upon some of the historical and social backgrounds of that flowering. Alternate years, beginning 1981-82.

255 The Russian Novel. 4. (Behar)
Reading in the great novels of the thaw, Gogol, Turgenev, Dostoevsky, Tolstoy, and others. Counts toward humanities requirement. Alternate years, beginning 1981-82.

280 Shakespeare (Drama 280). 4. (Gutsell/Department)
Concentrates on drama, but may include non-dramatic works, and plays by contemporaries. Approach and works covered vary from year to year. Counts toward humanities requirement.

300 Modern Poetry. 4. (E. Keiser)
British and American poetry since 1900; forms, techniques, themes; intensive study of major figures such as Yeats, Eliot, Frost, and Stevens. Alternate years, beginning 1980-81.

301 Modern Fiction. 4. (Delafield)
Significant 20th-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner, or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to interests of students and instructor. Alternate years, beginning 1981-82.

305 American Romanticism. 4. (O'Brien/Morton) Literary study focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman. Alternate years, beginning 1980-81.

310 Victorian Literature. 4. (Bengel)
Questions, doubts, and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rosetti, Dickens, Eliot, Thackeray, and Hardy. Alternate years, beginning 1980-81.

315 Realism in American Literature. 4. (Morton/O'Brien) Study focusing on such figures as Dickinson, Twain, James, Howells, Crane, and Dreiser. Alternate years, beginning 1981-82.

320 British Romantic Literature. 4. (Behar) Romanticism, its development, intellectual concerns, and literary forms, as seen in the writings of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Alternate years, beginning 1980-81.

330 Neo-Classicism. 4. (Delafield) Study of the major social and moral concerns of the Restoration and 18th century and of the major literary forms (satire, formal ode, comedy of manners, realistic novel, periodical essay), as seen in the writings of Dryden, Defoe, Swift, Pope, Sheridan, Fielding, Johnson, and others. Alternate years, beginning 1980-81.

340 Milton and His Age. 4. (Behar) Major poetry and prose of John Milton and work of some of his contemporaries, considered in relationship to the history and thought of the 17th century. Alternate years, beginning 1980-81.

360 Renaissance Literature. 4. (Gutsell) Major themes and forms of Renaissance prose, poetry, and drama, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe, and others. Alternate years, beginning 1980-81.

370 Chaucer and His Age. 4. (E. Keiser) *The Canterbury Tales*, selections from Chaucer's other works, and additional writings of the late Middle Ages. Alternate years, beginning 1981-82.

381 Children's Literature. 4. (Delafield) Introduction to classics of children's literature and their uses in the elementary school; extensive reading, reports, and writing of stories and poetry for children. Required of and counting toward humanities requirement for special and elementary education majors. Alternate years, beginning 1981-82.

450 Special Topics. 4. See page 31. May be offered also at 250 level. Anticipated in 1980: Literature of War; in 1981-82: Dream, Vision, and Romance; Women in American Literature; in 1980-81, 1981-82: Comparative Arts I, II. See page 94.

460 Independent Study. 1-4. Work may apply toward departmental honors if prior arrangement is made by student. May be offered also at 260 level.

466 Senior Study. 4. Seminar on topic of instructor's choice designed to engage senior majors in research and composition of a thesis in its initial phase. Required of senior majors in fall semester.

470 Senior Thesis. Credit variable. Work may apply toward departmental honors if prior arrangement is made by student.

FOREIGN LANGUAGES

FOREIGN LANGUAGES

James P. Mc Nab, Dana Professor of French, Chair
Ursula Sybille Colby, Professor of German and European Literature

Maritza B. Almeida, Associate Professor of Spanish
Claude T. Chauvigné, Assistant Professor of French
Mary B. Feagins, Assistant Professor of German
Ligia D. Hunt, Assistant Professor of Spanish

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Greek, Latin, and Spanish. Italian is available through the regional consortium. Full college credit is awarded for all beginning language courses.

Entering students may take a placement test to determine their level in a previously studied language. Students who place in 101 and students who wish to begin the study of a new language must take both the 101 and 102 courses to meet the foreign language requirement. Students placing above 101 must go directly to 110. Completion of 110 also satisfies the foreign language requirement. Students who place above the 110 level may, of course, take courses of a higher level, although the foreign language requirement will have been met. Intermediate (210) — or equivalent experience — is a normal prerequisite to higher-numbered courses.

The department offers majors in French and Spanish. A major consists of eight courses (32 credits) including Intermediate (210) and above. Students majoring in one foreign language are encouraged to take at least two courses in another foreign language. All majors are strongly encouraged to study abroad with an appropriate Guilford program before graduating. The Senior Tutorial is required of all language majors. A major in German is available in cooperation with the University of North Carolina at Greensboro.

Foreign language majors may choose a related field in order to consolidate and complement their major field of study or to enhance career opportunities. Majors in many other disciplines will find a related field in a foreign language — 4 courses (16 credits) at Intermediate (210) level and above — of immense value in the pursuit of a career.

FOREIGN LANGUAGES

FRENCH

101 Introductory French I. 4.

Introduction to understanding, speaking, reading, and writing French. Laboratory required. F. D. N, alternate years, beginning 1981-82.

102 Introductory French II. 4.

Continuation of 101. Four language skills and selected readings. Fulfills foreign language requirement. Prerequisite: French 101. S. D. N, alternate years, beginning 1981-82.

110 Basic French. 4. Grammar review, selected readings, and conversation with emphasis on pronunciation. Laboratory required. Fulfills foreign language requirement. Prerequisite: Placement. F. D.

210 Intermediate French. 4. Selected readings in French and further development of conversational skill. Laboratory required. F. D.

301 French Conversation and Composition. 4. Thorough study of French grammar and the elements of phonics; intensive practice in original composition and topical conversation. Laboratory required. F. D. Alternate years, beginning 1981-82.

311 Survey of French Literature I, II. 4,

312 4. Survey of the major French writers from the Middle Ages to the present. Either course counts toward humanities requirement. Alternate years, beginning 1980-81.

321 French Civilization. 4. Studies in the background of French life and culture; outstanding contributions of France to world civilization. S.

D. Alternate years, beginning 1981-82.

400 Senior Tutorial. 4. Review and synthesis, on individual basis or in small group, of student's foreign language education. Required of, and open only to, foreign language graduating seniors. F/S. D.

442 Seventeenth-Century French Literature. 4. Representative writers in all genres. Analysis of the Baroque, Mannerism, and Classicism. Counts toward humanities requirement. F. D. Alternate years, beginning 1980-81.

445 Eighteenth-Century French Literature. 4. French literature of the Age of Enlightenment, with emphasis of Montesquieu, Voltaire, Rousseau, and Diderot. Counts toward humanities requirement. S. D. Alternate years, beginning 1980-81.

446 Nineteenth-Century French Literature. 4. Representative writers in all genres. From Preromanticism to Naturalism, Symbolism, and the Decadents. Counts toward humanities requirement. S. D. Alternate years, beginning 1981-82.

447 Twentieth-Century French Literature. 4. Representative writers in all genres. From the "Belle époque" to the contemporary literary scene. Counts toward humanities requirement. F. D. Alternate years, beginning 1981-82.

450 Special Topics. 4. See page 31. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

490 Departmental Honors. See page 33.

FOREIGN LANGUAGES

GERMAN

101 Introductory German I. 4.

Introduction to the language through oral and aural training, basic grammar concepts, simple reading and writing. Laboratory required. F/S. D.

102 Introductory German II. 4.

Continuation of 101. Four language skills and selected readings. Fulfills foreign language requirement. Prerequisite: German 101. S. D.

110 Basic German. 4. Reading of selected material, oral and aural practice, writing and grammar review. Laboratory required. Fulfills foreign language requirement. Prerequisite: Placement. F. D.

210 Intermediate German. 4. Readings in German literature, oral and aural practice, grammar review as needed. F. D.

311- Survey of German Literature I, II.

312 4, 4. Survey of major writers in the German language from the Middle ages to the present. Either course counts toward humanities requirement. Offered on demand.

321 German Civilization. 4. Studies of the life and customs of the people in the main areas where German is the native language: West and East Germany, Austria, and Switzerland. Offered on demand.

330 Readings in Special Fields. 4. Developing skill in translating German from the student's major field of interest, such as science or religion. Offered on demand.

333- Advanced Conversation and

334 Composition I, II. 4, 4. Finer points of grammar; intensive work in

conversation and composition. Offered on demand.

400 Senior Tutorial. 4. Review and synthesis, on individual basis or in small group, of student's foreign language education. Required of, and open only to, foreign language graduating seniors. F/S. D.

450 Special Topics. 4. See page 31. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

490 Departmental Honors. See page 33.

SPANISH

101 Introductory Spanish I. 4.

Introductory course in Spanish with emphasis on oral and aural skills; reading and writing introduced, employing cultural materials. Laboratory required. F. D/N.

102 Introductory Spanish II. 4.

Continuation of 101. Four language skills and selected readings. Fulfills foreign language requirement. Prerequisite: Spanish 101. S. D/N.

110 Basic Spanish. 4. Selected graded readings and development of oral and aural skills. Grammar study as needed. Laboratory required.

Fulfills foreign language requirement. Prerequisite: Placement. F/S. D.

210 Intermediate Spanish. 4. Selected readings in Spanish and Latin American literature; further development of speaking skills. Laboratory required. F. D.

FOREIGN LANGUAGES

241- Advanced Conversation and 242 Composition I, II. 4, 4. Finer points of grammar in conjunction with composition and daily practice in conversation. S. D. 241 in 1981-82, 242 in 1980-81.

311 Medieval and Renaissance Literature. 4. Spanish literature from *El Cid* to the Golden Age; consideration of how the literature reflects changing elements within government, church, society, and the individual. Counts toward humanities requirement. F. D. 1980-81.

312 Spanish Literature from the 18th Century to the Present. 4. Selected readings from the early romanticists to the Generation of '98 and early 20th-century authors; Spanish novels read independently. Counts toward humanities requirement. Offered on demand.

315 Spanish American Literature. 4. Study of major poets such as Pablo Neruda and Gabriela Mistral, both Nobel Prize winners, and other writers including Jorge Luis Borges, Gabriel Garcia Marquez, and Mario Vargas Llosa. Major focus not on the novel, but on poetry, short stories, and plays. S. D. 1980-81.

321 Spanish Civilization. 4. General approach to Spanish civilization from its beginnings to the present. Conducted in Spanish. Offered on demand.

322 Latin American Civilization. 4. Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish. F. D. 1981-82.

400 Senior Tutorial. 4. Review and synthesis, on individual basis or in small group, of student's foreign language education. Required of, and open only to, foreign language graduating seniors. F/S. D.

442 Cervantes. 4. Study of *Don Quixote* and the *Novelas Ejemplares*, with appropriate critical readings. Counts toward humanities requirement. Offered on demand.

446 The Spanish American Novel. 4. Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Counts toward humanities requirement. S. D. 1981-82.

447 The Mexican Novel. 4. Examination of representative novels emphasizing their reflection of the nation's search for identity. Counts toward humanities requirement. Offered on demand.

450 Special Topics. 4. See page 31. May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

490 Departmental Honors. See page 33.

SPECIAL TOPICS

FL- Special Topics in Foreign Language. 4. Topics include Language for Foreign Travel, Linguistics. May be offered also at 250 level.

GEOLOGY AND EARTH SCIENCE

GEOLOGY AND EARTH SCIENCE

Charles C. Almy, Jr., Associate Professor, Chair
Cyril H. Harvey, Professor of Interdisciplinary Studies,
Geology and Earth Science

Vertical walls, descending into the bowl-like glacial cirque, were rasped out of rock by ice gone only 10,000 years.

Static Peak, Grand Tetons, Wyoming

The cypress seed, sprouting in a stump of the same species, is growing rooted in wood exposed by erosion in the Neuse River estuary after 2,000,000 years of burial.

Flanner's Beach, Coastal North Carolina

The sea waves, moving sand along the shore past colonial outposts only now changing under the influence of tourism, endanger the settlements of Kitty Hawk, Nags Head, Rodanthe, Hatteras, and Ocracoke with persistent erosion.

Outer Banks, North Carolina

Night hawks, sweeping the sky at twilight, arouse the certainty that the spirits present in the great Kiva of Casa Rinconada 700 years ago are not yet gone.

Chaco Canyon, New Mexico

Geology, the study of the earth, is a first-hand experience at Guilford College. Each of the statements above describes one of the varied student experiences that are a regular part of the flexible "hands-on" program in the department of geology and earth science.

The program is centered around a core of courses which establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, environmental science, creative writing, law, anthropology, and geography. Each of these areas is currently or has been recently the professional goal of students in the department. Such goals can be realized by working in programs now available at Guilford or accessible through consortium arrangements with other colleges and universities in Greensboro.

Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences, or other similar fields. In each case, requirements for the major include the completion of

eight courses (32 credits) in geology (limited substitution in special fields outside geology may be made with departmental approval) and course work in the related fields of chemistry, mathematics, and physics or biology.

Major courses required for both degrees are Physical Geology, Historical Geology, Mineralogy, Petrology, Structural Geology, and Paleontology. For the Bachelor of Science two additional geology courses and Senior Thesis are required and for the Bachelor of Arts, any two other science courses, one of which must have a laboratory. Included in the related field requirements for the Bachelor of Science are one year of introductory chemistry, one year of calculus (calculus-based statistics may be substituted for the second semester of calculus), and one year of introductory laboratory courses in physics. Related field requirements for the Bachelor of Arts include one year of introductory chemistry, Elementary Functions (Mathematics 115), and any two courses in biology or physics. Substitution of courses in either of the programs is permitted only if the course requested is at an equivalent level and meets a specific need in the student's program. The summer course Seminars West is strongly recommended for both B.S. and A.B. degree candidates.

Field courses such as Seminars West and Off-Campus Seminars in geology to Puerto Rico, the North Carolina Mountains, or the coast involve a great deal of camping, hiking, and geologic field experience at several levels of scientific sophistication. The geologic development of each of these areas is studied; and the history, geography, anthropology, and environmental impact of mankind upon the region also are considered.

The department supports the interdisciplinary concentrations in Environmental Studies (see page 20) and History of Science (see page 20).

A faculty with a combined total of 17 years of industrial experience and 25 years of service in college teaching is readily available, not only for course work but also for extensive counseling. All are broadly educated in science; all have taught across the boundaries between science and the humanities; and all are intensely interested in the economic and social context of geological work.

GEOLOGY AND EARTH SCIENCE

111 Physical Geography. 4.
(Department) Patterns in the natural system, especially spatial ones: location of man on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of man and the natural resources on which men are dependent. Fulfills non-laboratory science requirement. Offered on demand.

121 Physical Geology. 4. (Almy)
Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, continental drift, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physico-chemical system and man's part in that system. Fulfills laboratory science requirement. F. D.

122 Historical Geology. 4.
(Harvey/Almy) Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America — both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quadrangle. Fulfills laboratory science requirement. S. Alternately D/N.

131 Environmental Geology. 4.
(Harvey) Consideration of geologic processes and geographic principles at the earth's surface to serve as a background for studying man and human activities as a part of the earth system; development of a basis for judging the balance between man's contribution to environmental disruption and the need further to develop earth resources for continued existence. Fulfills laboratory science requirement. F. N, 1980.

211 Mineralogy. 4. (Department)
Crystallography, physical and chemical mineralogy, descriptive and determinative mineralogy; introduction to the petrographic microscope, crystal structure, x-ray analysis, gemology, and economic uses of minerals. Prerequisite: Chemistry 111, concurrent registration, or permission of instructor. S. D.

212 Petrology. 4. (Harvey) Description, classification, origin, and evolution of igneous, metamorphic, and sedimentary rocks; mineral composition, texture, and field occurrence; concepts of chemical reactions, stability, and equilibrium; study of rock classes in thin section. Prerequisite: Geology 211 or permission of instructor. F. D.

224 Economic Geography. 4.
(Department) Analysis of world economic activity based upon spatial factors and its relationship with patterns of agriculture, manufacturing, distribution, production, and utilization of basic commodities. Offered on demand.

240 Seminars West. 4. (Almy/Harvey)
Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on man — history, prehistory, environment, literature, and art. Trips alternate each year between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming

GEOLOGY AND EARTH SCIENCE

(Yellowstone, Grand Tetons).
Fulfills laboratory science
requirement.

241 Off-Campus Seminars in Geology.

1. (Department) Five- to 10-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Generally pass/fail grading. F or S.

322 Energy and Natural Resources. 4.

(Almy) Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources. Fulfills non-laboratory science requirement. S. N.

335 Structural Geology. 4.

(Almy/Harvey) Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons, and the structural features found in igneous, metamorphic, and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory courses in geology, competence in trigonometry (or Mathematics 115) or permission of instructor. S. D.

336 Geomorphology. 4. (Almy)

Broad study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development, and theories of

landscape evolution. Prerequisites: Geology 121, one other geology laboratory course or permission of instructor. F. D. Alternate years, beginning 1980-81.

340 Sedimentation. 4. (Almy)

Quantitative study, in the laboratory and field, of the physics and chemistry of sedimentary processes; comparisons between the recent deposits and their ancient counterparts.

Prerequisites: Geology 211, one other geology laboratory course or permission of instructor. S. D. Alternate years, beginning 1979-80.

415 Paleontology. 4. (Almy)

Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies.

Prerequisites: three semesters of laboratory courses in geology and/or biology and/or chemistry or permission of instructor. F. D.

416 Stratigraphy. 4. (Almy)

Description, classification, correlation, and interpretation of sedimentary rocks; principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment, and paleogeography; advanced historical geology.

Prerequisites: four semesters of laboratory courses in geology or related science or permission of instructor. S. D. Alternate years, beginning 1980-81.

428 Economic Geology. 4. (Almy)

Study of principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic

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and non-metallic mineral concentrations. Prerequisites: Geology 212, 335, or permission of instructor. Offered on demand.

450 Special Topics. 4. See page 31. Recent topics include geophysics, reefs of Puerto Rico, geochemistry, soil science, marine geology. May be offered also at 250 level.

460 Independent Study. 1-4. Independent and directed research, including field and laboratory experience. May be offered also at 260 level.

470 Senior Thesis. Credit variable. Independent research project begun at end of junior year. See department for details.

490 Departmental Honors. See page 33.

With sufficient demand, all geology courses will be offered at night.

HISTORY

Martha H. Cooley, Associate Professor, Chair
Henry G. Hood, Jr., and Alexander R. Stoesen,
Associate Professors
Dorothy V. Borei and Tendai Mutunhu, Assistant Professors of
Intercultural Studies and History
Sarah S. Malino, Instructor

The study of the past is an attempt to understand mankind's condition. Through a chronological approach, the historian strives to explain the relationship of the past to the present. The historian also attempts to explain the interrelatedness of disciplines — the cause and effect relationships of philosophical ideas, political and economic developments, social and cultural conditions. The study of history requires hard intellectual work which is rewarded by a better comprehension of the present and a degree of confidence in facing the future. It gives perspective and meaning to one's own experiences.

The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, applied history, and church work.

A major in history consists of eight courses (32 credits), six (24 credits) of which must be above the 100 level. A general balance between two of the three areas (American, European, Intercultural) offered in history is desired. The required seminar at the junior level emphasizes techniques of research and writing under individualized direction. The history department also offers courses under the Special Topics designation which reflect the expertise of its staff and the interests of students.

History majors should select a related field in a discipline which relates to their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a carefully conceived curriculum in history supplemented by substantial work in another discipline can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should select additional history courses as electives and acquire a proficiency in one or more foreign languages. It is strongly recommended that pre-law students take courses in English history, accounting, and logic. A related field in management or economics would prepare a student for positions in the business area, applied history management, or governmental planning agencies.

Students may "test out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major requirements. Senior history majors with a sufficiently high grade average in history are encouraged to write a thesis and to pursue departmental honors.

The history department offers survey courses in World History, European History, and American History which are designed to fulfill the general college history requirement at the freshman and sophomore level. Students who fulfill their history requirement after the sophomore year must take a course at the 200 level or above.

History courses listed in the Intercultural Studies Program may be taken by majors for history credit, but not for both history and Intercultural Studies credit.

To encourage superior work in history the department offers freshman and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson Scholarships. The Algie I. and Eva M. Newlin and the Rembert W. Patrick Lectures

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bring recognized historians to campus to present scholarly papers. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

INTRODUCTORY COURSES: Designed to develop knowledge of basic historical fact, method, and interpretation; limited to freshmen and sophomores.

101 Modern Europe to 1815. 4. (Cooley/Hood/Mutunhu) Major developments in European history from 1500 to 1815; the Renaissance and the Reformation, the rise of the nation state, the Age of Enlightenment, and the French Revolution. Fulfills history requirement. F. D. Occasionally N.

102 Modern Europe Since 1815. 4. (Cooley/Hood/Mutunhu) Europe from 1815 to the present; consolidation of large nation states, imperialism and world wars, the problem of democracy and dictatorship. Fulfills history requirement. S. D. Occasionally N.

103 The United States to 1877. 4. (S. Malino/Stoesen) Origin and growth of the United States from colonial times to 1877. Fulfills history requirement. F. D/N.

104 The United States Since 1877. 4. (S. Malino/Stoesen) Social political, constitutional, and economic developments since 1877. Fulfills history requirement. S. D/N.

150 The World Since 1500: Global Perspective. 4. (Department) Study of the world since 1500; Europe's expansion, resulting dominance, and the loss of dominance after 1900 with the emergence of global interdependence. Fulfills history requirement. S/F.



Detail, Dana Auditorium

INTERMEDIATE COURSES: Designed to develop synthesizing and interpretive skills through broad exposure to secondary sources.

201 American Colonial History. 4. (S. Malino) Comparative study of English, Spanish, French, and Dutch patterns of colonization and settlement; development of 18th century American society with attention to social organization, political institutions, and economic growth; analysis of causes and nature of the American Revolution. F. Offered every third year, beginning 1982-83.

202 North Carolina History. 4. (Stoesen). North Carolina from the period of exploration to the present; colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective. F. Offered every third year, beginning 1980-81.

203 Recent United States History. 4. (Stoesen). Influence of politics, wars, and men on the internal affairs of the United States, with emphasis on the period since the New Deal. S. Offered every third year, beginning 1980-81.

204 Medieval Civilization. 4. (Hood) Extensive study of the writings of modern historians, emphasizing crucial issues and personalities which shaped the medieval world. F. Offered every third year, beginning 1981-82.

205 Renaissance and Reformation. 4. (Hood) Study of economic, social, political, and cultural changes in Europe during the era of transition from the medieval to the modern period, 1300 to 1648. S. Offered every third year, beginning 1981-82.

207 England to 1689. 4. (Hood) England during its formative period; legal and constitutional development. F. Offered every third year, beginning 1980-81.

208 England Since 1689. 4. (Hood) England during its imperial and industrial growth; Great Britain's enduring influence on the world. S. Offered every third year, beginning 1980-81.

211 Africa to 1800. 4. (Mutunhu) Major developments in history of Africa; development of Egyptian civilization; the Sudanic Empires of West Africa; the City-States of East Africa; and the Southern African Empires and States. Fulfills intercultural requirement. F. Alternate years, beginning 1980-81.

212 Africa Since 1800. 4. (Mutunhu) Arrival of European colonists and African reaction; partitioning of Africa; different colonial systems of administration; rise of African nationalism; struggle for independence and African nations in international politics. Fulfills intercultural requirement. S. Alternate years, beginning 1980-81.

215 East Asian Civilization to 1800. 4. (Borei) Topical survey of China and Japan from ancient times to 1800; political structure, social organization; traditional religious and philosophical concepts, the economy, and the arts. Fulfills intercultural requirement. F. Alternate years, beginning 1981-82.

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216 Modern East Asia. 4. (Borei)

Survey of the differing responses of China, Japan, and Korea to the impact of Western imperialism; war and revolution in Asia during the 20th century; postwar political, social, and economic developments. Fulfils intercultural requirement. S. Alternate years, beginning 1981-82.

221 Europe from 1815 to 1914: From the French Revolution to the First World War. 4. (Cooley)

Study of the main issues in 19th century Western Europe — Liberalism, Socialism, Nationalism, the Industrial Revolution, Social Darwinism — and their impact on society, on political development, on economic development, and on culture and religion. S. Offered every third year, beginning 1980-81.

ADVANCED COURSES: Designed to improve skills developed in introductory and intermediate courses and to develop basic analytical skills through working with primary sources and some secondary sources.

302 Economic History of the United States. 4. (S. Malino)

Survey of principal economic forces accounting for the emergence of the United States from an underdeveloped economy to its present status. S. Offered every third year, beginning 1979-80.

307 Afro-American History to 1860. 4. (Mutunhu)

A treatment of pre-Columbian presence of Africans in the Americas; role of Africans in the exploration and conquest of the Americas, introduction of African slaves into America, role of Africans in American struggle to abolish slavery, role of African-Americans in the Civil War, African-Americans and the Reconstruction. F. Alternate years, beginning 1981-82.

303 American Social History. 4. (S. Malino)

Evolution of social patterns and institutions of American life; the family, church, employment, education, ethnicity, community organization. Responses of social institutions and groups to underlying economic changes considered through analysis of primary and secondary source literature. F. Offered every third year, beginning 1982-83.

308 Afro-American History: 1860 to the Present. 4. (Mutunhu)

Study of the major political, ideological, economic, social, cultural, and religious movements and activities of African-Americans that shaped and influenced the development of American society and culture from 1860 to the present, with emphasis on Blacks and Reconstruction; Booker T. Washington and his ideas of industrial education, Marcus Garvey and his mass political movement, the Harlem Renaissance, the Civil Rights movement, and the Black Power movement. S. Alternate years, beginning 1981-82.

305 Twentieth Century Europe. 4. (Cooley)

Economic, political, social, and cultural factors in the major developments in Europe since 1914; contemporary trends in global context. S. Offered every third year, beginning 1981-82.

309 Russia to 1881. 4. (Cooley) Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of the autocracy, position of the peasantry, and the revolutionary movement in Russia. F. Offered every third year, beginning 1982-83.

310 Russia since 1881. 4. (Cooley) Decline of the autocracy, 1905 and 1917 revolutions, Soviet Russia's internal development and establishment as a world power. S. Offered every third year, beginning 1981-82.

321 Europe from 1648 to 1789. 4. (Hood) Study of the significant developments in Europe from Louis XIV to the French Revolution; effects of 17th century scientific discoveries on religious and philosophical concepts, on society and culture, and on political developments. F. Offered every third year, beginning 1982-83.

324 Urban History of the United States. 4. (Stoesen) Study of the major trends, problems, and developments in the history of urban society in the United States. Emphasis on the literature of the field and on techniques used by the historian of city development. Comparisons with urban history in other parts of the world. S. Offered every third year, beginning 1981-82.

383 China to 1800. 4. (Borei) Study of ancient and imperial Chinese civilization — formation of Chinese culture, classical Chinese philosophy, the early empire, introduction of Buddhism, barbarian conquest, Chinese culture at its height. Fulfills intercultural requirement. F. Alternate years, beginning 1981-82.

384 Modern China. 4. (Borei) Study of 19th and 20th century China, with emphasis upon internal developments — the Opium Wars, peasant rebellions, reform movements, the Revolutions of 1911 and 1949, contemporary China. Fulfills intercultural requirement. S. Alternate years, beginning 1981-82.

385 Japan to 1800. 4. (Borei) Study of Japanese history from ancient times to closing years of the Tokugawa period — emergence of Japanese culture in pre-Buddhist age, aristocratic Japan, evolution of feudal political structure and culture. Fulfills intercultural requirement. F. Alternate years, beginning 1980-81.

386 Modern Japan. 4. (Borei) Study of decay of feudal Japan, Meiji Restoration, early 20th century democracy, growth of militarism, American Occupation, social change and economic recovery since World War II. Fulfills intercultural requirement. S. Alternate years, beginning 1980-81.

402 The Byzantine World. 4. (Hood) Detailed study of Eastern Roman Empire from founding of Constantinople in 324 A.D. to fall of the city to the Turks in 1453. Emphasis on political events, Byzantine religious and artistic life, Byzantine influence in Central Europe and Russia. S. Offered every third year, beginning 1979-80.

LIBRARY

403 United States Diplomatic History. 4. (Stoesen) Major trends in American diplomatic history from the Revolution to recent times; economic, social, and political forces that have influenced foreign policy. F. Alternate years, beginning 1981-82.

450 Special Topics. 4. See page 31. Topics may include Witchcraft and Heresy, The Russian Revolutionary Movement, Women in the 19th Century Labor Force, Guilford County. May be offered also at 250 level.

SPECIALIZED COURSES

300 Seminar in History. 4. (Department) Detailed analysis using primary sources, of specialized historical periods or areas. Designed to instruct students in the research and writing of history. Required of all majors in spring of the junior year.

460 Independent Study. 1-4. Involves weekly meetings with departmental advisers; oral or written examination. May be offered also at 260 level.

470 Senior Thesis. 2-4. Research and writing of a scholarly monograph.

490 Departmental Honors. 2-4. See page 33. Honors and credit with grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

Biology 204. History of Medicine in America. See page 87.

Chemistry 335. History of Science. See page 92.

Classics 230. Classical Civilization. See page 93.

Sociology 353. Cultural History of Latin America. See page 154.

Sociology 354. Cultural History of South Asia. See page 154.

INTERDISCIPLINARY STUDIES

101 Interdisciplinary Studies. 4. See page 14.

401 Interdisciplinary Studies. 4. See page 14.

LIBRARY

200 Library Research Skills. 1. Basic research strategy to help students secure information they need in an academic library. The course teaches students how to locate and use material in books,

professional journals, magazines, and newspapers; to use microform and microform equipment; to utilize resources in the reference room; to write footnotes and bibliographies; and to operate audio-visual equipment. Pass/fail grading.

MANAGEMENT

Fred I. Courtney, Professor, Chair
Arthur K. Brintnall, Dana Professor
Edwin G. Caudill, Associate Professor

The management department seeks to prepare students to be immediately effective in management and administration while cultivating their potential for further growth. The course of study is designed to develop an understanding of the role of the United States economy as well as the management of public and private organizations in a changing society.

The importance of anticipating and preparing for change is emphasized in the department's offerings. To meet the exacting demands of tomorrow's world, the manager or the businessman or woman of the future requires not only a high degree of professional competence in the technical aspects of management but also a broad grasp of economic, social, human, cultural, and political values. Therefore, the management major at Guilford is conceptually based as well as career oriented, and the student's total program is closely integrated with the college's liberal arts curriculum.

In conjunction with the adviser, the student may select major and related field courses to develop a concentration in one of the following areas: Financial Management: Institutional or Corporate; Human Resources Management: Personnel; Information Systems Management; Real Estate Management; and Marketing Management.

Three programs are offered, leading to the Associate of Arts degree, the Bachelor of Administrative Science degree, and the Bachelor of Science degree respectively. Ten major and six related field courses are required for the Bachelor of Administrative Science; eight major and four related field courses are required for the Bachelor of Science degree. Courses taught outside the department but usually required as part of the related field for the Bachelor of Administrative Science include Principles of Economics, Introductory Accounting, and Statistical Methods.

The Associate of Arts degree requires 16 courses (64 credits) of academic work with a cumulative C average, or the equivalent of two years of full-time college study. This program offers the maximum number of professionally oriented courses in the first

MANAGEMENT

two years so that students can improve their professional competence quickly. All required course work is fully accredited toward a baccalaureate degree. The specific major and related requirements will be determined between the student and the academic adviser.

120 Introduction to Business. 4. Components, types, nature, and purpose of business organizations. Inherent social and ethical problems of business operations and the role of business in a free enterprise economy. F/S. D/N.

141 Computer Systems Management. 4. Characteristics and types of hardware and software; organization and management of data processing; applications of computers in management; introduction to computer use and programming. F/S. D/N.

215 Business Law. 4. Legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; relationship between economics and business law, including selected topics in contracts, agency, sales, property, and wills. F/S. N.

220 Managerial Analysis. 4. Managerial use of economic concepts in the formulation of business policy: profit, competition, demand, cost, and capital investment. S. D/N.

224 Introduction to Marketing. 4. A first course in marketing, focusing on product definition, distribution, pricing strategies, and promotion. International marketing and the ethics of marketing.

227 Research and Analysis Methods in Marketing. 4. Data collection methods, including standard and unobtrusive measures; analysis of the results of marketing research; forecasting techniques, such as time series analysis, exponential smoothing, Box-Jenkins, and product life cycle analysis. Prerequisite: Management 224.

237 Financial Statement Analysis. 4. Meaning, preparation, and analysis of financial statements, with emphasis on the managerial aspects of alternative investment opportunities, profitability evaluating techniques, capital planning, and budgetary control. Prerequisite: Accounting 201. S. D/N.

315 Business Law II, Real Estate Law. 4. Social, economic, and legal setting of real estate; nature and functions of real estate markets, liens, easements, encumbrances, contracts, transfer of title and deeds; role of real estate and real estate development. S. D/N.

320 Organizational Behavior. 4. Role and functions of the manager; skills needed to understand and react intelligently to determinants of behavior and consequences of behavior in organizational settings; interpersonal, intergroup, and intragroup situational analysis. S. D/N.

321 Personnel Administration. 4. Techniques, issues, and problems in recruitment, selection, development, utilization of, and accommodation to human resources in organizations. F. D/N.

324 Marketing Strategy. 4. Use of a marketing strategy to provide a framework in which the student performs market analysis, formulates marketing strategies, and implements marketing plans in a simulated competitive environment. Prerequisites: Management 227, Economics 222.

331 Money, Banking, and Monetary Theory. 4. Nature and functions of money; description and analysis of the banking system; overview of modern monetary theory and policy. Prerequisites: Economics 221, 222. S. D/N.

335 Organization and Management. 4. Theory, principles, practices, and problems involved in organizing and managing any formal organization: business, government, institution; a conceptual methodological, operating, control, and feedback systems approach illustrated by a consideration of cases. F. N.

336 Financial Management. 4. Theory, principles, and practices of corporate finance; conceptual background; problems of financial allocation of corporate resources; role of finance executives. Prerequisites: Economics 221, 222, Management 237. F. D/N.

345 Quantitative Methods. 4. Techniques of management science including inventory management, networks, linear programming, dynamic programming, queueing, simulation, and decision analysis. S. N.

347 Production Management. 4. Analysis of the production/operating function in both manufacturing and non-manufacturing organizations. Developing production policies which support total organizational goals under varying constraints. F. N.

420 Real Estate. 4. Economic, social, and legal setting of real estate, including brokerage, value, price, and investment considerations. Productivity analysis, financial methods, federal taxes, and appraising for market value. Management, leasing, assessments, and insurance. Designed for those interested in a business career or concerned with owning or investing in real estate. S. D/N.

421 Industrial Relations. 4. Role, functions, and problems of management in the collective bargaining process. Bargaining issues of rights, job design, pay, fringe benefits, and due process. Negotiation and administration of the agreement. Prerequisite: Management 321. S. N.

424 Marketing Policy Formulation. 4. Senior level course utilizing case studies emphasizing overall business policy formulation with a focus on marketing. Capstone course for students concentrating in the marketing area. Prerequisite: Management 324.

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449 Policy Formulation. 4. Capstone course based on case studies and analyzing the total operation function in manufacturing and non-manufacturing organizations. Developing policies which support total organizational goals under varying constraints. Analysis of economic, political, and social influences on the firm. F/S. N.

450 Special Topics. 4. See page 31. May include studies in advanced financial policies, real estate investment/development, or marketing research. May be offered also at 250 level.

460 Independent Study. 1-4. In addition to individual student projects, the department may offer special seminars or work seminar projects. May be offered also at 260 level.

470 Senior Thesis. Individual experience in the research techniques of management; writing of a professional paper. By departmental approval.

490 Departmental Honors. See page 33.

MATHEMATICS

Elwood G. Parker, Associate Professor, Chair

James R. Boyd, Professor

G. Rudolph Gordh, Jr., Associate Professor

Ilma Morell Manduley, Floyd A. Reynolds, and Kenneth D. Walker, Assistant Professors

The mathematics department subscribes to the theory that mathematics is better learned by doing than by observing; thus active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups also is of utmost importance, numerous small classes, seminars, and independent studies are provided.

The department serves other academic areas through courses in elementary functions, in elementary and calculus-based statistics, in an historical and cultural approach to mathematics, and in concepts and methods for prospective teachers.

Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to obtain familiarity with a wide range of mathematical areas, and to acquire deeper knowledge of one mathematical specialty. All majors are required to take the courses Foundations of Mathematics I, Multivariable Calculus, Probability and Statistics, and Linear Algebra, plus their selection of at least four other courses, one of which must be at the senior (400) level. Courses numbered above

120 (exception: Mathematics 210) receive credit for the mathematics major.

The department offers concentrations in Theoretical Mathematics, in Mathematical Physics, in Statistical/Computer Mathematics, and in preparation for secondary school teaching. The Theoretical Mathematics program has been notably successful for many years in the preparation of students for graduate study. Students have majored in both mathematics and physics through a combined program which includes team teaching of courses by faculty from both departments. The program in Statistical/Computer Mathematics is designed to prepare students for business/industrial employment as well as for further study.

Often the related fields for mathematics follow predictable patterns conforming to the student's concentration, e.g., economics, management, and/or accounting for concentrations in Statistical/Computer Mathematics; education and psychology for prospective teachers; physical science for those emphasizing Theoretical Mathematics. However, recent related studies in art, philosophy, literature, and other fields indicate that a broad range of choices is in fact possible.

The *Journal of Undergraduate Mathematics*, an internationally distributed periodical published by the department, is devoted to undergraduate research and frequently includes articles by Guilford students. Each year the *Journal* sponsors a Conference on Undergraduate Mathematics which provides students an opportunity to share their ideas with other talented students and to hear lectures by prominent mathematicians. The department also has hosted national and regional meetings of professional mathematicians.

103- Mathematics for Elementary**104 School Teachers I, II. 4, 4.**

Introduction to the basic ideas and content of elementary school mathematics with emphasis on methods and materials for teaching children. Either course fulfills non-laboratory science requirement for elementary education majors only. F/S. D.

110 Mathematics for the Liberal Arts.

4. The nature of mathematics from cultural, historical, and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities and fine arts majors. Fulfills non-laboratory science requirement. S. D.

MATHEMATICS

111 Elementary Descriptive Statistics. 4. Organizing data, measures of central tendency and dispersion, the standard normal distribution and z-scores, regression, and correlation with emphasis on application and interpretation within the student's major area of study. Recommended for social science, management, accounting, and administration of justice majors. Fulfills non-laboratory science requirement. F. D/N; S. N.

112 Elementary Inferential Statistics. 4. Companion course to Mathematics 111 with similar emphasis and studying probability, sampling, and tests of significance including: inference with two independent samples, correlated samples, categorical variables, and ordinarily scaled variables; analysis of variance; both parametric and non-parametric tests. Prerequisite: Mathematics 111. Fulfills non-laboratory science requirement. S. N.

115 Elementary Functions. 4. Precalculus analysis of algebraic, exponential, and trigonometric functions. Only for students planning to take calculus but not having the necessary prerequisites. Fulfills non-laboratory science requirement. F. D; S. N.

121 Calculus I. 4. Calculus of single-variable algebraic, exponential, and logarithmic functions, emphasizing the concepts, techniques, and applications of limits, differentiation, and integration in both physical and geometric settings. Fulfills non-laboratory science requirement. F. D/N; S. D.

122 Calculus II. 4. Calculus of single-variable trigonometric and inverse trigonometric functions including polar coordinates, with emphasis as in Mathematics 121, but especially on integration and its applications. Numerical and power series with emphasis on approximation. Prerequisite: Mathematics 121. Fulfills non-laboratory science requirement. F. D; S. D/N.

123 Accelerated Calculus. 4. Special course in calculus covering the content of both Mathematics 121 and 122 in one semester for students having exceptional precalculus preparation or previous introduction to calculus. Fulfills non-laboratory science requirement. F. D.



131 Foundations of Mathematics I. 4. Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Fulfills non-laboratory science requirement. Required of all majors. F/S. D. N every third or fourth year, when needed.

132 Foundations of Mathematics II. 4. Companion course to Mathematics 131 for students desiring more work on the nature of mathematical proof in preparation for upper-level theoretical mathematics courses. Prerequisite: Mathematics 131. S. D.

210 Introductory Calculus-Based Statistics. 4. Study of functions of random variables and probability density functions, moving from the discrete to the continuous case using the tools of one-variable calculus and emphasizing applications of statistics in students' major areas of study. Not applicable to mathematics major. Prerequisite: Mathematics 121 or 123. S. D.

225 Multivariable Calculus. 4. Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration, and vector analysis, stressing physical applications. Required of all majors. Prerequisite: Mathematics 122 or 123. Fulfills non-laboratory science requirement. F. D; S. N.

230 Geometry. 4. Topics chosen from hyperbolic, elliptical, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest

and background. Recommended for majors who are prospective secondary school teachers. Prerequisite: Mathematics 131. F. D. Alternate years, beginning 1981-82, and on demand.

310 Probability and Statistics. 4. Fundamentals of the analysis and interpretation of statistical data, theory, and application. Required of all majors. Prerequisite: Mathematics 225. S, alternately D/N, beginning 1980-81.

320 Mathematics for the Physical Sciences (Physics 320). 4. See page 140.

325 Linear Algebra. 4. Introduction to systems of linear equations, matrices, vector spaces, and linear transformations including applications of these concepts to other areas of mathematics and to other fields. Prerequisite: Mathematics 225. F, alternately N/D, beginning 1980-81.

335 Topology. 4. Topics in point-set, geometric, general, or algebraic topology with content dependent on student and instructor interest. Suggested for majors concentrating in theoretical mathematics. Prerequisite: Mathematics 132. F. D. Alternate years, beginning 1980-81, and on demand.

410 Operations Research. 4. Probability, sampling inventories, waiting lines, competitive strategies, linear programming. Directed toward business application. Suggested for majors concentrating in statistical/computer mathematics. Prerequisites: Mathematics 310, 325. S. N. Alternate years beginning 1981-82.

MATHEMATICS

415 Numerical Analysis. 4. Computer languages, root of polynomials, methods of least squares, systems of linear equations and ordinary differential equations with emphasis on approximations. Prerequisite: Mathematics 325. F, alternately D/N, beginning 1980-81.

420 Advanced Mathematical Methods (Physics 420). See page 140.

430 Algebraic Structures. 4. Study of algebraic structures such as groups, rings, integral domains, and fields and their morphisms. Where appropriate, applications to other areas of mathematics and science are included. Suggested

for majors concentrating in theoretical mathematics or preparing to teach secondary school mathematics. Prerequisites: Mathematics 131, 325. S. D. Alternate years, beginning 1981-82, and on demand.

435 Real Analysis. 4. Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration, and measure. Suggested for majors concentrating in theoretical mathematics or mathematical physics. Prerequisites: Mathematics 131, 225. S. D. Alternate years, beginning 1980-81, and on demand.

Mathematics Seminars

Designed for advanced study in specialized areas of mathematics, particularly for continuation of study begun in 400 level courses. Each may be repeated for credit and is offered each semester on demand. Prerequisite: Departmental approval. Credit may range from 1 to 4 hours.

471 Seminar in Statistical Mathematics. Advanced topics associated with application of mathematics to business and computers; statistics, operations research, numerical analysis, etc.

472 Seminar in Applied Mathematics. Advanced topics associated with application of mathematics to the physical sciences; differential equations, real and complex analysis, approximation, statistics, etc.

473 Seminar in Theoretical Mathematics. Advanced topics in algebra, analysis, topology, geometry, set-theory, etc.



MUSIC

Edward Lowe, Professor, Director of Music Programs

The Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Arts with a concentration in music are offered cooperatively with Greensboro College through the Greensboro Regional Consortium. The student enrolling in the music program at Guilford College is expected to fulfill all the major requirements established by Greensboro College and also the general college requirements for Guilford College. Instruction is offered at Greensboro College in theory, musicology, church music, music education, organ, piano, strings, harpsichord, voice, guitar, woodwinds, brasses, instrumental ensembles, and choir.

Since the department of music at Greensboro College is a member of the National Association of Schools of Music, its requirements for entrance and graduation are in accordance with the published regulations of that association. The Director of Music Programs is available to advise all students as to these requirements.

A choral program is offered on the Guilford campus. Participation in the Guilford College Choir is designed to add to the total enrichment of student life. Music majors fulfill the choir requirement in the Guilford choir, although they also may participate in the Greensboro College Choir if they so desire.

Practice rooms and instruments are available on the Guilford campus. The Director of Music Programs at Guilford assists Guilford music majors in working out their programs at Greensboro College, and the college provides transportation to the Greensboro College campus.

Choir scholarships are offered by the music department for qualified students. In addition, the William Topkins, the Laura Kelly Dobbins, and the Maxine Kirch Ljung scholarships are available to qualified students pursuing a major or a minor in music.

111 Music Literature. 4. (Lowe) Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Fulfills creative arts requirement. F/S.

114 Guilford College Choir. 1. (Lowe) The college choir, on its annual tour, serves as ambassador of good will for Guilford College. Activities are designed for community enrichment, the high point of the season being the annual Christmas concert.

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Membership is open to all students genuinely interested, willing to work hard, and strongly committed to the ensemble. Pass/fail grading. F/S.

450 Special Topics. 4. See page 31. Courses of special interest such

as Guide to Understanding Opera, Introduction to Understanding 20th-Century Music, and Guide to Understanding Symphonic Music. May be offered also at 250 level.

460 Independent Study. 4. May be offered also at 260 level.

The Instrumental Ensemble

Qualified students who express an interest in ensemble work may participate in instrumental ensembles (1 credit) at Greensboro College.

Music Fees

See Schedule in Chapter IV, page 59.

PHILOSOPHY

Donald W. Millholland, Associate Professor, Chair
William Beidler, Carroll S. Feagins, and Grimsley

T. Hobbs, Professors

Jonathan W. Malino, Assistant Professor

Philosophy is a good liberal arts major because it is comprehensive. It gathers insights from other subjects and helps students to see them in a wider context of meaning. Philosophy trains students to think, thus helping them to express themselves clearly and accurately orally and in writing. This training takes place not only in logic courses but in all courses in philosophy. Philosophy is central to every thoughtful life. It confronts the student with questions such as: What is justice? How do we know when we are right? What is authentic being-in-the-world? Is there a way to enlightenment?

Certainly students need to be practical about their futures. A student who decides to develop practical and applied skills in one major might do well to consider also a second major such as philosophy. On the other hand, a student who chooses philosophy as a major should consider a secondary major in a more obviously applied discipline. The philosophy department, in

consultation with graduate schools, prepares students for graduate school programs in philosophy and related subjects such as religion, history, psychology, or law. A maximum of 32 credits is required for the major; 48 credits of related and elective work may be taken in any department. This flexibility makes it possible for a student to major in philosophy and simultaneously to complete a second major in another field as well.

Courses recommended for the major include the history of Eastern and Western philosophy, Ethics, Philosophy of Art, and special topics such as Hume or Existentialism. Philosophy majors may elect to concentrate their courses with an emphasis on Western Philosophy or Eastern Philosophy.

100 Introduction to Philosophy. 4. (Department) Major philosophical problems, methods, and positions, as set forth in selected works by philosophical thinkers such as Plato, Aristotle, Descartes, Whitehead, Russell, and Sartre. Counts toward humanities requirement for freshmen and sophomores. N, 1980-81.

111 Ethics. 4. (Department) Chief theories of the nature and principles of moral living, with regard both to the ends sought by man and to the obligations claiming man's commitment and performance. Counts toward humanities requirement. N, 1980-81.

150 Logic, Literature, and Style. 4. (Department) Informal logic, basic rhetoric, the function of metaphor and symbolism in novels and poems.

203 Buddhism (Religious Studies 203). 4. (Beidler) Survey of origin and development of Buddhism, emphasizing doctrines and practices of the major schools of Hinayana and Mahayana Buddhism. Fulfills intercultural requirement.

221 Philosophy of Religion (Religious Studies 221). 4. (J. Malino) Reason and religion: proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Counts toward humanities requirement.

226 Philosophy of Nonviolence. 4. (C. Feagins) Definition and analysis of nonviolence; philosophical arguments for and against it; its relation to civil disobedience, pacifism, and conscientious objection. Not applicable to major.

236 Philosophy of Education (Education 236). 4. (C. Feagins) Research and discussion of educational philosophies found in the works of Plato, Aristotle, Dewey, Piaget, Sartre, and others.

292 Formal Logic. 4. (J. Malino) Methods, foundations, philosophical implications of modern logic.

295 Eastern Philosophy: India. 4. (Beidler) Chief varieties and major developments of philosophy in India. Fulfills intercultural requirement.

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296 Eastern Philosophy: China and Japan. 4. (Department) Chief varieties and major developments of philosophy in China and Japan. Fulfills intercultural requirement.

301 Ancient and Medieval Western Philosophy. 4. (Department) Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Counts toward humanities requirement for juniors and seniors. F. D, 1980-81.

302 Modern and Recent Western Philosophy. 4. (Department) Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from late medieval through early 20th-century thought. Prerequisite: Philosophy 301. S. D, 1980-81.

336 Philosophy of Art (Art 336). 4. (Feagins/Millholland) Character of aesthetic experience, nature of aesthetic creativity and the aesthetic object, problems of standards of taste, and relation of the artist to the community. Offered 1981-82.

340 Zen Buddhism. 4. (Department) Indian and Chinese sources of Zen; its history and development as a school of Mahayana Buddhism; teaching and practice of modern Zen; its influence on painting, poetry, drama, gardening, and other arts. Fulfills intercultural requirement.

401 Contemporary Western Philosophy: Analytic Philosophy. 4. (J. Malino/Hobbs) Main developments in 20th-century Anglo-American philosophy with emphasis on metaphysical and epistemological issues. Alternate years, beginning 1981-82.

402 Contemporary Western Philosophy: Existentialism and Phenomenology. 4. (Millholland) Emphasis on such issues as authentic being and phenomenology of perception.

420 Philosophy of Science. 4. (J. Malino) Fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural and social science; relation of scientific knowledge to other knowledge.

450 Special Topics. 4. See page 31. Contemplated courses include Philosophy, Psychology, Linguistics (S of 1981), Vedanta (S of 1982), Maimonides and Spinoza (S of 1982). May be offered also at 250 level.

460 Independent Study. 1-4. May be offered also at 260 level.

470 Senior Thesis.

490 Departmental Honors. See page 33. Credit to be determined.

Philosophy courses satisfying college requirements may be offered in the evening.

PHYSICAL EDUCATION

Joyce P. Clark, Assistant Professor, Chair
Herbert T. Appenzeller, Professor
Stuart T. Maynard, Associate Professor
John E. Jensen, Assistant Professor

The physical education program seeks to achieve its goal of "a sound mind in a sound body" through its various programs. These programs include intercollegiate and intramural athletics, professional preparation in teaching and coaching, and a service (activity) program.

The athletic program is open to all men and women who have the ability to participate on an advanced level. The program has received state, regional, and national honors; many Guilford athletes and coaches have received special recognition for their achievement.

An intramural program offering a broad variety of team and individual sports is available to all students on the basis of male, female, or coeducational competition. The program is very popular and widely accepted by the student body.

Students in the elective program may receive up to 4 academic credits in the elective service (activity) program that offers instruction in sports such as aquatics, archery, dance, horseback riding, physical fitness, racquetball, softball, tennis, and weight training.

A program of professional training for students interested in the field of physical education offers teaching certification from kindergarten through the secondary school level. Candidates participate in laboratory experiences in the area schools, in recreational programs, and in schools for the exceptional student.

Eight courses (32 credits) and four 1-hour courses are required for a major in physical education. In addition, students are required to take Human Anatomy and Physiology (Biology 341-342), passing both courses with at least a C average. General Zoology (Biology 114) is a prerequisite for Anatomy and Physiology and also satisfies the laboratory science requirement.

Majors desiring certification must participate in the seminars in teaching and fulfill the requirements for certification prescribed by the education department. They also must establish

PHYSICAL EDUCATION

competencies in tennis, softball, aquatics, recreational sports, golf, archery, and gymnastics, which may be secured through the four activity courses 101-104.

100 General Sports. 1. (Department)
Instruction in a variety of activities such as ballet, modern dance, ice skating, gymnastics, swimming, golf, tennis, racquetball, horseback riding, basketball, volleyball, and softball. F/S.

101 Tennis and Softball. 1. (Jensen)
Emphasis on skill development; methods, materials, and evaluation techniques. For majors. F.

102 Aquatics and Recreational Sports. 1. (Forbes) Basic skill development; theoretical knowledge, methodology, and safety skills. For majors. S.



103 Golf and Archery. 1. (Jensen)
Knowledge and skill development; purchase and care of equipment; methodology; safety skills. For majors. F.

104 Gymnastics. 1. (Forbes) Emphasis on skill development, methods, safety procedures in tumbling, stunts, floor exercise, apparatus activities, and trampoline. For majors. S.

117 Personal, Community Hygiene and First Aid. 4. (Forbes) Study of health needs and problems in schools and communities; practical application of first aid skills. F.

225 Foundations and Principles of Health and Physical Education. 4. (Maynard) Introductory course encompassing historical and philosophical concepts of physical education and its related areas. S.

333 Fall Team Sports. 4. (Department)
Fundamentals, methods, materials, coaching theory, and strategy in football, volleyball, soccer, conditioning, and weight training. F.

334 Winter and Spring Sports. 4. (Department) Methods, materials, coaching theory, and strategy in basketball, baseball, track, and wrestling. S.

335 Adaptive Physical Education, Evaluation, and Measurement. 4. (Maynard/Clark) Development of activity program for the atypical child. Statistical evaluation techniques for various areas of health and physical education program. F.

346 Physical Education for the Elementary School. 4. (Clark)

Study of methods and materials for effective teaching of movement activities. Content includes folk, square, and social dance. Practical school experience. S.

360 Seminar in Teaching. 1. (Clark)

Firsthand teaching experience in a variety of situations. Pass/fail grading. May be repeated three times. F/S.

443 Psychology of Sport: Organization and Administration of Health, Physical Education, and Recreation. 4. (Appenzeller)

Consideration of existing attitudes toward sport with an emphasis on reading and research. Study of organizational patterns and administrative procedures of the total program. S. N.

445 Kinesiology and Athletic Injuries.

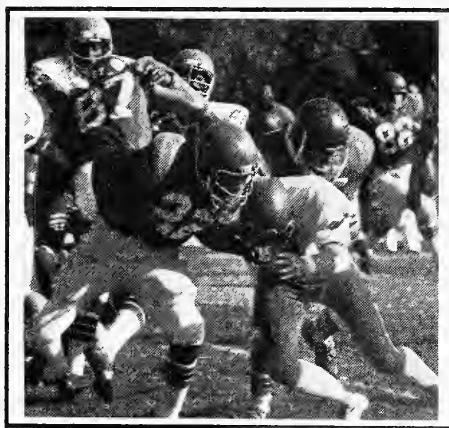
4. (Maynard) Body mechanics, structure, and function of the human muscular system especially

related to sports and activities.

Practical study of athletic injuries; care, prevention, and training room techniques. F.

460 Independent Study. 1-4. Recent

projects include work in a school for the atypical child, assistant coach for a varsity sport, and student director of intramural activities. May be offered also at 260 level.

**PHYSICS**

Rexford E. Adelberger, Associate Professor, Chair

Sheridan A. Simon, Assistant Professor

Space travel, fusion power, quarks, and black holes are some of the subjects studied in various courses in the physics department. Both the world and our view of it have been radically changed by the incredible new discoveries of the last century. These discoveries are described and discussed in a nonmathematical way in courses such as Physics for Non-Scientists and Astronomy, intended specifically for the non-science major, and in a sophisticated and mathematically rigorous way in such courses as Introductory Classical and Modern Physics, intended for physical science majors.

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The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering, or technical fields; and to adult education, directed toward training professionals in industry, education, etc., for better jobs or enhanced job security. The physics department offers a complete major program at night through the Center for Continuing Education for adults who are employed during the day.

Eight courses in physics, including Physics 470, are required for the major, with no more than two being on the 100 level. Generally physics majors take Physics 121 and 122 as prerequisites to later courses.

Many physics majors have second majors in the liberal arts or mathematics. Others select the unique option of a dual-degree program in engineering with Georgia Institute of Technology. See page 26.

For science majors outside the physical sciences, the department teaches several courses of interest: two courses in General Physics taught without a calculus prerequisite, and two courses, Mathematics for the Physical Sciences and Advanced Mathematical Methods, which are directed toward both physical science and mathematics majors interested in applied mathematics and mathematical physics.

The physics program at Guilford is a vital and active one in which students and faculty interact constantly in research projects and classes as well as on a non-professional basis.

101 Physics for Non-Scientists. 4. (Adelberger/Simon) Introductory course, intended for students of limited mathematical background not majoring in the physical sciences. Centered on one of two topics: an in-depth look at the physics of the energy problem or a survey of modern physical thought. In both cases, relevance of the laws and their impact on society and the environment are discussed. Laboratory work required. Fulfils laboratory science requirement. Occasionally N.

107 Astronomy. 4. (Simon) Introduction to solar system, planetary exploration and colonization, stellar evolution, and interstellar communication. Black holes, origin of solar system, supernovae, quasars, and space travel. Laboratory exercises include use of college telescopes. Fulfils laboratory science requirement. Occasionally N.

111- General Physics I, II. 4, 4.

112 (Adelberger/Simon) Study of ideas developed by physicists to describe nature; dimensional analysis, mechanics, energy, thermodynamics, gravity, electricity and magnetism, optics, wave motions, and radioactivity. In addition to traditional laboratory, the student is taught to write simple programs in the BASIC computer language and to use computer simulations of physical phenomena. Prerequisite: understanding of algebra and trigonometry, but no previous physics course required. Either course fulfills laboratory science requirement.

121- Introductory Classical and Modern Physics I, II. 4, 4.

(Adelberger/Simon) Detailed mathematical study of physics; introduction to conservation laws through study of elementary particles and their interactions; intensive study of applied calculus; Newtonian mechanics (kinematics, dynamics, and periodic motion); mathematical introduction to electricity and magnetism; thermodynamics. Laboratory examination of the way in which knowledge is distilled from experimental measurements and an experimental investigation of optics and electricity; computer programming techniques for both calculational and modeling purposes. Prerequisite: understanding of algebra and trigonometry, but no previous physics course required, concurrent registration in Mathematics 121, 122. Either course fulfills laboratory science requirement. Regularly N.

201 Optics. 4. (Adelberger/Simon)
Theoretical study of wave motion

in ideal and dispersive media; particular emphasis on mathematical description of refraction, interference, and diffraction, using Fourier transforms; computer solving of geometrical optics problems and use of optical measuring devices taught in laboratory. Prerequisites: Physics 122, concurrent registration in Mathematics 225. Occasionally N.

222 Mechanics. 4. (Adelberger/Simon)
General motion of a particle in a force field; dynamics of rigid body motion; detailed study of damped, forced, and coupled oscillators; introduction to Lagrangian techniques. Prerequisites: Physics 122, Mathematics 122, concurrent registration in Mathematics 225. Occasionally N.

301 Electricity and Magnetism. 4. (Adelberger/Simon)
Study of electric and magnetic fields leading up to and including Maxwell's equation; behavior of various materials in electric and magnetic fields. Basic techniques of electrical measurement taught in laboratory. Prerequisites: Physics 122, Mathematics 122, concurrent registration in Mathematics 225. F. N, 1980.

302 Electronics. 4. (Adelberger)
Self-paced laboratory course aimed at familiarizing the student with analog and digital electronic components and measuring equipment; laboratory experience in designing and building electronic components using discrete devices and integrated circuit components. Fulfills laboratory science requirement. Occasionally N.

PHYSICS

311 Thermal and Statistical Physics. 4. (Adelberger/Simon) Study of thermodynamics and statistical mechanics and their application to the understanding of thermal interaction; equations of state; laws of thermodynamics; entropy; phase transitions; kinetic theory of gases; classical and quantum statistics; low- and high-temperature physics. Thermal measuring techniques taught in laboratory. Prerequisites: Physics 122, concurrent registration in Mathematics 225. Occasionally N.

320 Mathematics for the Physical Sciences (Mathematics 320). 4. (Adelberger/Simon) Topics of mathematics especially useful to students in the physical sciences: vector analysis, coordinate systems, complex numbers, ordinary differential equations. Fourier series, Fourier and Laplace transforms: tensors, matrices, and determinants. Both analytic and computer methods studied, including Runge-Kutta methods and numerical Fourier analysis. Prerequisite: Mathematics 225. N on demand.

322 Atomic and Nuclear Physics. 4. (Adelberger/Simon) Properties of atoms, nuclei, and elementary particles; introduction to theory of atomic and nuclear structure beginning with work of Thomson and Rutherford and ending with present-day models of the nucleus; atomic interactions with radiation; photon mechanics; relativity; nuclear radioactivity; and neutron physics. Critical experiments that led to important discoveries recreated in laboratory, including the Frank-Hertz experiment, the photoelectric effect, the Zeeman effect, and others. Prerequisites:

Physics 122, concurrent registration in Mathematics 225. Occasionally N.

411 Quantum Mechanics. 4. (Adelberger/Simon) Introduction to modern quantum theory beginning with de Broglie's wave-particle duality, Davisson-Germer experiment; principal formulation of quantum mechanics such as Heisenberg's matrix mechanics and equation of motion, Schrodinger's wave mechanics and equation, Dirac's modern theory and Dirac notation; electron spin and Pauli's exclusion principle. Prerequisites: Physics 320, 322. Occasionally N.

420 Advanced Mathematical Methods (Mathematics 420). 4. (Simon) Advanced vector analysis and curvilinear coordinates, tensors, matrices, and determinants, functions of a complex variable, partial differential equations and theory of ordinary differential equations, special functions (Legendre, Bessel, Laguerre, Hermite, Chebyshev, gamma, and beta), calculus of variations, probability, Stirling's Approximation and the Method of Steepest Ascents. Prerequisite: Physics 320.

450 Special Topics. 4. See page 31. Recent offerings include Pedestrian Quantum Mechanics, Science and Science Fiction, Technology and Man's Evolutionary Response. May be offered also at 250 level. Lower level offerings have included Fluid Mechanics, Digital Electronics, Computer Interfacing, Astrophysics. A 250 course in Energy to satisfy non-laboratory science requirement will be available SS. N, 1980; F. N, 1981.

POLITICAL SCIENCE

460 Independent Study. 4. Recent topics include biophysics, elementary particles, particles and waves, hydraulics, physics of ocean waves, an internship with the city engineering department. May be offered also at 260 level.

470 Research and Thesis. 4. Although enrollment is normally during the final semester, the student is expected to begin work during the intermediate years on various

research projects which will culminate, under guidance, in a well-defined research project and the writing of a thesis during the senior year, in the standard form for technical papers in physics as currently set forth in the American Institute of Physics Style Manual. Recent theses include construction of a digital logic system, computer simulation of stellar evolution, and a theoretical model of a rotating star.

POLITICAL SCIENCE

William A. Carroll, Professor, Chair

William C. Burris, Professor

Louis B. Fike, Associate Professor

Katherine H. Sebo, Adjunct Assistant Professor

William E. Schmickle, Assistant Professor of Intercultural Studies and Political Science

Political science is the study of politics and government, broadly defined as all those activities related directly or indirectly to the making of authoritative public policy in society. The department offers courses in the four major subfields of the discipline: American politics, comparative politics, international politics, and political theory. Political science as a discipline is an integral part of the liberal arts curriculum of the college. The major is consciously designed to contribute to the student's understanding of political behavior in its cultural, historical, institutional, and ideological setting. Many department majors go on to graduate school in political science, other social sciences, law, or theology. Others find employment in government agencies and a variety of business fields.

Eight courses (32 credits) are required for the major in political science. Four specific courses are required: The American Political System, Political Systems of Western Europe, Introduction to International Politics, and Introduction to the Classics of Political Thought. The four additional courses, selected from other departmental offerings, must include at least one 400 level course. Majors are encouraged to take at least one

POLITICAL SCIENCE

Special Topics and/or one Independent Study course. These courses allow students to pursue areas of interest not covered by regular departmental offerings. Recent titles include Women in Politics, The American Presidency, and Politics and Social Change. Recent Independent Study titles are Political Liberalism in 19th-Century Germany, Amending the National Labor Relations Act, and Patients' Rights Legislation in North Carolina. Majors planning to enter graduate school either must complete a senior thesis or earn departmental honors. In addition to the eight courses required by the department, majors must take four courses in related fields, selected with the assistance of the student's departmental adviser.

Students interested in reading for departmental honors or in pursuing their degree through Curriculum II should consult with the department chairperson. See pages 31, 33. Majors interested in certification to teach social science in the public schools should consult with the education department.

101 The American Political System. 4. (Carroll) The policy-making process in the United States, political culture, political ideologies, structure and function of both official and unofficial political institutions. Counts toward social science requirement. F/S. D/N.

102 Political Systems of Western Europe. 4. (Burris) Comparative analysis of the political systems of Great Britain, France, and West Germany; cultural traditions, political ideologies, political parties, political behavior, and executive-legislative relations. Russia may be included at the discretion of instructor. Counts toward social science requirement. F/S. D. N once each year.

201 Introduction to International Politics. 4. (Schmickle) International political conflict in the modern world, with particular reference to major historical trends and problems of war and peace. Counts toward social science requirement. F.

202 Politics of State and Local Government. 4. (Carroll/Burris) Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislature, executive, and judiciary. S. D. Occasionally N.

203 Introduction to the Classics of Political Thought. 4. (Fike) Critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Counts toward social science requirement. S.

302 Legal Thought in Historical Perspective (Administration of Justice 302). 4. (Fike) Examination of Western legal thought, stressing the relationship between legal reasoning, legal doctrine, and the idea of justice; development of Western legal thought studied in its historical context; its relevance to contemporary legal issues.

311 Comparative Political Parties. 4. (Burris) Structure, roles, and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

323 Revolution and Ideology in the Third World. 4. (Schmickle) Colonialism, anti-colonialism, and the rise of nationalism in the Third World; ideologies, national independence movements, and revolutionary experiences in case studies selected from Asia, Africa, and Latin America; the revolution of political and economic modernization and social transformation; the international context. Fulfills intercultural requirement.

335 Constitutional Law in the Political Process I (Administration of Justice 335). 4. (Carroll) Role of the courts and judges in the policy-making process, with emphasis on the relationships among the three branches of the national government and between the national government and the states. F. D.

336 Constitutional Law in the Political Process II (Administration of Justice 336). 4. (Carroll) Role of courts and judges in the policy-making process, with emphasis on the rights protected against national and state governments. S. D.

338 Seminar in International Politics. 4. (Schmickle) Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems. Prerequisite: Political Science 201 or permission of instructor. S.

342 American Foreign Policy. 4. (Schmickle) Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy. F. D. Occasionally N.

404 Justice, Law, and the Classics (Administration of Justice 404). 4. (Fike) Analysis of the problems of justice and law raised in the classics of Western literature, philosophy, and theology.

430 Seminar in Comparative Politics. 4. (Burris) Comparative analysis of selected aspects of developed and developing systems; emphasis on theories of nation-building, modernization, the maintenance of legitimacy and stability, and the process of institutionalization. Prerequisite: Political Science 102 or permission of instructor.

450 Special Topics. 4. See page 31. May be offered also at 250 level.

460 Independent Study. 4. Reading programs, tutorials, or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor. May be offered also at 260 level.

470 Senior Thesis. 4. Required of all students planning to enter graduate school. See department chairperson for rules and standards.

490 Departmental Honors. 4, 8. See page 33 for college requirements; specific rules and standards for political science may be obtained from department chairperson.

PSYCHOLOGY

PSYCHOLOGY

Claire K. Morse, Associate Professor, Chair

Jerry C. Godard, Jefferson-Pilot Professor of Humanistic
Studies and Psychology

Jacqueline Ludel, Associate Professor of Biology and Psychology

Richard L. Zweigenhaft, Associate Professor

Kathrynn Adams, Assistant Professor

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others, and social responsibility. The curriculum in psychology is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation, and perception. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena, to become aware of the need for statistical orientation in the manipulation of psychological data, and to avoid the simple explanation and recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits). Three of these are required of all majors: General Psychology, Research Methods, and either Personality Theory or History and Contemporary Issues. The other five are to be distributed among intermediate level courses, advanced courses, and electives. A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other departmental staff member.

Special programs are offered in conjunction with Greensboro College for teacher training in the areas of learning disabilities, mental retardation, and the emotionally disturbed. See Education. A program in early childhood education, leading to certification in elementary education with a major in psychology, is available. Students in the administration of justice program may also

specialize in psychology. A complete major program is offered at night for students enrolled through the Center for Continuing Education. General Psychology and Introduction to Personality are available at night. Other courses are generally offered alternately during the day and at night.

Field experiences are encouraged. Recent majors have received credit for numerous activities such as work in the community with autistic, retarded, and emotionally disturbed children; with the elderly; and with children at the YWCA. Similarly, the department encourages students to pursue their interests in specific topics not offered as regularly scheduled courses through independent studies. Should the student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. For qualified students wishing to make the practice or teaching of psychology a vocation, the department offers guidance toward graduate training.

<p>200 General Psychology. 4. (Department) Introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing, and behavior disorders. Counts toward social science requirement. F/S. D/N.</p> <p>224 Child and Adolescent (Developmental) Psychology. 4. (Adams) Psychological aspects of human growth and development from birth through adolescence, with emphasis on emerging capacities and expanding behavior. Counts toward social science requirement. F/S, alternately D/N.</p> <p>232 Introduction to Personality. 4. (Godard/Zweigenhaft) The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality, and mental health. Counts toward social science requirement. F/S. D/N.</p>	<p>301 Research Methods. 4. (Morse) Application of methods for collecting and handling behavioral science data and for making inferences from such data. Prerequisite: Psychology 200. F/S, alternately D/N.</p> <p>302 Learning and Behavior Modification. 4. (Morse) Laboratory course in theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotionality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200. Alternate years, beginning 1980-81.</p> <p>331 Educational Psychology. 4. Application of research on human learning, motivation, social interaction, and individual differences to teaching and learning problems in the elementary and secondary school classroom. F/S.</p>
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PSYCHOLOGY

332 Industrial and Organizational Psychology. 4. Application of psychology to problems of employee selection, motivation, training, work environment, and human relations in business, industry, and other organizations. Alternate years, beginning 1980-81.

336 The Exceptional Child. 4. (Adams) Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically handicapped, and emotionally disturbed; observation of exceptional children in specialized educational settings. Alternate years, beginning 1981-82.

337 Behavior Disorders in Childhood. 4. (Adams) Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors, and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and treatment procedures. Prerequisite: Psychology 224 or 232. Alternate years, beginning 1980-81.

340 Psychobiology (Biology 340). 4. (Ludel) Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. S. D. Alternate years, beginning 1981-82.

342 Abnormal Psychology. 4. (Godard) Abnormal behavior studied in the context of modern life; genetics, sociocultural milieu, and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

343 Sensory Systems (Biology 343). 4. (Ludel) Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus, and measurements of sensory abilities. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. F. D. Alternate years, beginning 1980-81.

344 Psychological and Educational Testing. 4. (Adams) Construction, administration, scoring, and interpretation of psychological and educational tests, questionnaires, and scales.

347 Social Psychology. 4. (Zweigenhaft) Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of instructor.

441 Theories of Personality. 4. (Godard/Zweigenhaft) Major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Open to senior psychology majors or by consent of instructor.

445 History and Contemporary Issues. 4. (Department) Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five courses (20 credits) in psychology, including 301. Non-majors admitted by departmental approval.

450 Special Topics. 4. See page 31. Recent offerings include Psychohistory, Cross-Cultural Psychology, and Sleep and Dreams. May be offered also at 250 level.

460 Research Problems. 1-4. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May be offered also at 260 level.

470 Senior Thesis. 4.

490 Departmental Honors. See page 33. Credit to be determined.

RELIGIOUS STUDIES

R. Melvin Keiser, Associate Professor, Chair

J. Floyd Moore, Professor

John H. Stoneburner, Associate Professor

Joseph Groves, Visiting Assistant Professor

Religion is the dimension of mystery and ultimate meaning in life. In the exploration of this dimension through religious studies, the student encounters many questions of both personal and cultural import, such as: Who am I? What are the fundamental commitments by which I live my life and make my decisions? What is the nature of the physical and social world in which I live as a self? What should I do and be in relation to the ultimate mystery of God? How do our metaphors and myths express this mystery and transform our selves? Since these questions are inherently interdisciplinary, explorations of them involve not only religion but also the intersection of religion with the humanities and the arts, the natural and social sciences.

Central to the tradition of the Society of Friends is the individual religious quest into the complexity of existence. The religious studies faculty seeks to encourage students in this quest, making them aware of real and difficult questions and assisting them in working out personal answers in the light of solutions offered by contemporary culture, the Christian tradition, and other religious traditions.

The search is initiated in 100 and 200 level courses. All Guilford students may enroll in these and satisfy a part of the humanities requirement. With permission of the instructor, more difficult or more narrowly defined upper level courses may be used for the same purpose or to develop further personal religious reflection.

RELIGIOUS STUDIES

Students continuing the search may choose a major in religious studies. Their reasons for doing so will vary: to acquire a deep and broad liberal arts education, to prepare for graduate school in order to teach in college or high school, or to prepare for a career in the ministry or religious education. Majors are encouraged to work out, in consultation with an adviser, individual programs according to their own interests and needs and their own reasons for majoring in religious studies. However, all are generally expected to engage in work that is contemporary, interdisciplinary, historical, biblical, and ethical. The usual pattern includes two contemporary courses, such as Contemporary Images of the Self, Contemporary Theology, or God and Language; one interdisciplinary course, such as Religion and Psychology or Science or Poetry; one historical course, History of Christianity; two biblical courses, Old and New Testament; and one ethical course, Christian Ethics.

INTRODUCTORY COURSES

100 Myth, Dream, Metaphor. 4. (M. Keiser) Consideration of the nature of religion within existence by exploring how symbols function in dream, myth, and literature through such writers as Jung, Barfield, Eliade, Campbell, Ricoeur, McFague, Hopkins, Herbert, Woolman, and C. S. Lewis. Counts toward humanities requirement.

101 History of Religion in America. 4. (J. Stoneburner) Exploration of development of religion in American culture through writings from American Indians, Puritans, the Enlightenment, Transcendentalists, Revivalists, Utopians, Black Religion, and 20th century theological views of American religious history, in the effort to make students more aware of their religious heritage and to help them clarify personal views about religion. Counts toward humanities requirement. Occasionally N.

102 Christian Imagination. 4. (M. Keiser) Inquiry into nature of Christianity as expressed in a variety of genres in literature and the arts, drawn from biblical, medieval, and modern culture. Counts toward humanities requirement.

103 Contemporary Issues: Religious and Social. 4. (Moore) Exploration of religious issues within the contemporary social context. Counts toward humanities requirement.

104 Existentialism and the Death of God. 4. (M. Keiser) Investigation of freedom, self, death, and God in Christian, Jewish, and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen, and Tillich. Counts toward humanities requirement.

202 Eastern Religions. 4. (Moore) Hinduism, Buddhism, Islam; resemblances to and differences from the attitudes and presuppositions of Christianity and

Judaism. Fulfills intercultural requirement or counts toward humanities requirement. Regularly N.

203 Buddhism (Philosophy 203). 4. See page 133.

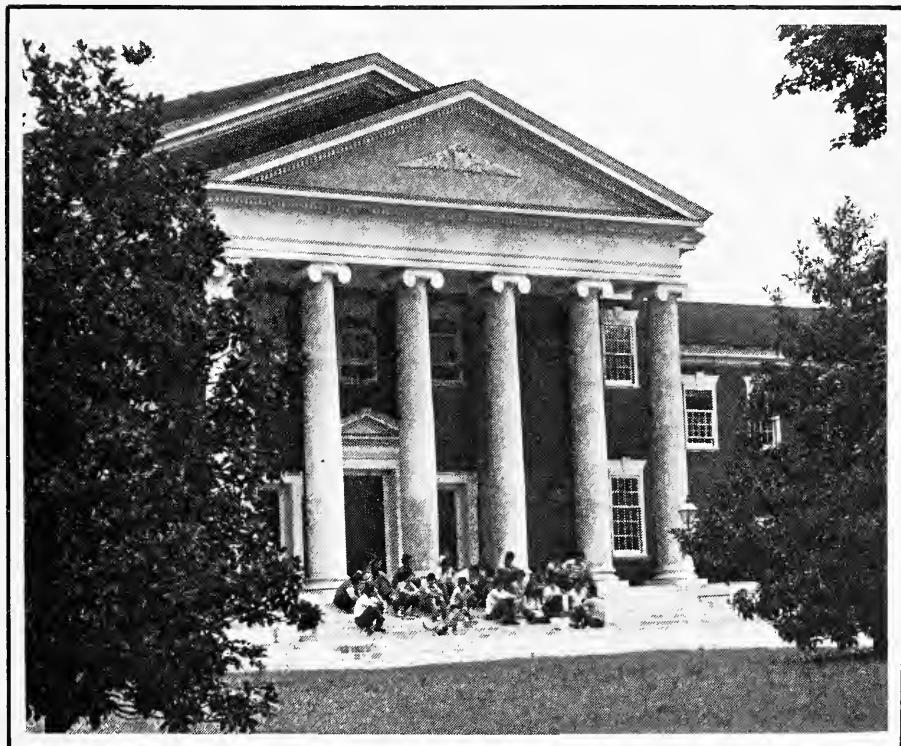
210 Quakerism. 4. (Moore) History and principles of the Society of Friends; how the Quaker impulse spread and found expression under various conditions. Counts toward humanities requirement.

215 Old Testament. 4. (Groves) Exploration of history, literature, mythology, and religious thought of the Old Testament. Alternate years. Counts toward humanities requirement. Occasionally N.

216 New Testament. 4. (Groves) Exploration of history, literature, mythology, and religious thought of the New Testament. Alternate years. Counts toward humanities requirement. Occasionally N.

221 Philosophy of Religion (Philosophy 221). 4. See page 133.

232 Christian Ethics. 4. (Moore) Principles and contemporary problems, including those of church, family, community, state, economic order, society, and the world community. Counts toward humanities requirement.

*Dana Auditorium*

RELIGIOUS STUDIES

INTERMEDIATE COURSES

300 Contemporary Theology. 4. (M. Keiser/J. Stoneburner) The contemporary Christian theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generations, such as Barth, Bullmann, Tillich, the Niebuhrs, Moltmann, Cox, Cobb, Daly, and Küng. Alternate years. Prerequisite: permission of instructor. Counts toward humanities requirement.

310 Religion: An Interdisciplinary Perspective. 4. (M. Keiser/J. Stoneburner) Explorations in problems lying on the boundaries between religion and the natural and social sciences and the humanities; taught jointly with faculty from other disciplines. Topics may include Freud, Jung, Rank (with psychology); Science and Religion (with chemistry or geology); Realization of the Self through Love (with English). With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

320 Contemporary Images of the Self. 4. (J. Stoneburner) Inquiry into nature and destiny of the self as viewed by a number of significant religious and secular thinkers such as Camus, Wiesel, Pieper, Skinner, Kazantzakis, Niebuhr, Marcuse, Silone, and Herschel. Counts toward humanities requirement.

337 History of Christianity. 4. (J. Stoneburner) Development of Christianity from its beginnings to the end of the 19th century through a consideration of major

thinkers, events, and institutions. Alternate years. Counts toward humanities requirement.

351 Primitive Myth. 4. (M. Keiser) Is myth indispensable to being human? What is the nature and function of myth and symbol? How does myth relate to self, sexuality, society, nature, time, and ultimate reality or the sacred? Why do primitive cultures engage in this imaginative play in story and ritual? Is there in our modern scientific culture a comparable mythic dimension? Exploration of the nature of primitive myth, in comparison with modern mythology, through such thinkers as Campbell, Sewell, Eliade, Capra, Jung, Levi-Strauss. Fulfills intercultural requirement or counts toward humanities requirement.

ADVANCED COURSES

422 Contemporary Religious Problems. 4. (M. Keiser) Exploration of one major contemporary thinker or problem, such as Religion, Language, and the Body (Merleau-Ponty); God and Language (Wittgenstein); Religion and Symbol (Ricoeur). With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

440 Seminar in Historical Studies. 4. (M. Keiser/J. Stoneburner) Consideration of influence of one or several formative thinkers on religion, the religious situation within one cultural period, the religious history of a particular country, or a specific historical theme. With different content, may be repeated more than once. Prerequisite: permission of instructor. Counts toward humanities requirement.

445 Seminar in Biblical Studies. 4.

(Groves) Intensive consideration of topics such as the prophets, the quest for the historical Jesus, the theology of Paul, apocalypticism, or the Johannine writings. Prerequisite: permission of instructor. Counts toward humanities requirement.

450 Special Topics. 4. See page 31.

Possible offerings include Feminine Images in Biblical and Christian Literature; Propheticism: Archaic, Biblical, and Modern; Passion: From Plato to Polanyi; Social Reform and Personal Therapy: 19th and 20th Century American Religion. May be offered also at 250 level.

460 Independent Study. 1-4. Individual

formulation of and completion of a study of a significant problem in the field of religion, such as Play, Celebration, and Worship; Existential Psychology; Alchemy; Contemporary Social Change in the Church; Creativity and Imagination. May be offered also at 260 level.

470 Senior Thesis. Credit variable.

Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. Recent titles are *Mysticism: East and West*; *The Religious Thought of Giordano*; *The New Being: A Critique of Tillich's View of Jesus Christ*; *Myth, Language, and Body*; *Faulkner and Merleau-Ponty*; *Beyond Relativism: Living Language and Commitment*.

SOCIOLOGY AND ANTHROPOLOGY

Cyrus M. Johnson, Associate Professor, Chair

Paul E. Zopf, Jr., Dana Professor

Margaret S. Young, Associate Professor

Carol L. Schmid, Assistant Professor

Sociology is a way of studying human organization, dynamics, and problems, and the cultural environment that springs from the human mind. Although the Guilford department does not offer a major in anthropology, it does offer an introductory course and integrates a substantial amount of anthropology into many of its courses, blending the humanistic and scientific aspects of the two fields, so that both objective appraisal of social life and concern for the quality of human life are parts of the perspective. Knowledge without concern and concern without knowledge are incomplete; they are much in need of each other to provide directions and techniques for understanding and improving the human condition.

SOCIOLOGY

The major consists of eight courses (32 credits), including Principles of Sociology, Social Problems, Methods of Research, and Social Theory. Beyond these, the variety of courses makes it possible for students to tailor major and related field programs to their own interests and long-range plans. These plans may be furthered by differing emphasis within the program. Students may train for various careers using the bachelor's degree; they may look toward graduate school; or the goal may be certification for secondary school teaching or concentration in social services. A related field supports and broadens the major.

The major in sociology can be completed at night by students enrolling through the Center for Continuing Education. The department offers an introductory course every semester and the remaining required courses for the major are rotated on a two-year cycle. Additional work in sociology is offered at night as needed.

Career preparation is important in the department and is based on the concept of sociology-anthropology as both humanistic and scientific. Recent graduates have gone into such areas as professional sociology and anthropology, social services in a wide range of agencies, religious organizations, youth services, community planning, and the Bureau of the Census. Some graduates have become YMCA or YWCA officers; staff specialists with members of Congress; journalists or editors; members of police departments; court officers; corrections personnel; teachers in high schools and colleges; or volunteers in the Peace Corps, VISTA, or charitable and welfare agencies.

During the college years, there are many opportunities for field work with various kinds of private and public agencies, independent study projects, off-campus seminars, seminars on special topics, and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high-quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the cross-cultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

101 Principles of Sociology. 4. (Department) The most significant principles developed in the field illustrated through problems and culture area studies; scientific approaches to the study of society, the culture concept, social structure, social processes, and socialization. Counts toward social science requirement. F/S. D. Also N in fall semester.

102 Social Problems. 4. (Department) Content may vary with the instructor, but each course develops a frame of reference for the study of social problems and covers some of the major problems of contemporary society. Counts toward social science requirement. F/S. D. Also N in spring semester.

221 Sociology of Rural and Developing Areas. 4. (Zopf) Demography and human ecology of rural areas, social organization and structure, social processes, socioeconomic development of emerging nations. Fulfills intercultural requirement. S, alternately D/N, beginning 1980-81.

222 Sociology of Urban Life (Administration of Justice 222). 4. (Young) Urban ecology, processes, and social institutions; community and problems of community organization in urban settings; major problems generated by urbanization including selective migration, segregation, and the quality of urban life. S. N in 1980-81.

224 Marriage and the Family. 4. (Schmid) Interrelationships between family, society, and individual; dynamics of family interaction over its life cycle; cross-cultural, historical, and contemporary. F. D.

233 Criminology (Administration of Justice 233). 4. See page 80.

265 Racial and Ethnic Relations. 4. (Johnson/Schmid) Racial and ethnic differences, similarities, and relationships; attitudes about race and ethnicity; present status of racial and ethnic groups; dynamics of their changing relations. F. N in 1980-81.

318 Demography (Administration of Justice 318). 4. (Zopf) Theory, determinants, and consequences of population conditions; size and distribution; composition, vital processes, migration, and growth of population; emphasis upon problem aspects, especially excessive size and rate of growth. S. D.

335 Introduction to Social Service. 4. (Schmid) Analysis of social work profession; interrelationships between social welfare programs and sectors of the economic system; problems of clients and professionals. Prerequisite: Sociology 101 or 102 and permission of instructor. F. D.

337 Field Work. 4. (Schmid) Supervised and reported experience in social agencies, organizations, or related institutional services. Prerequisite: Sociology 335 or permission of instructor. Only 4 credits may count toward major. S. D.

339 Methods of Research. 4. (Young) Examination of the scientific method; the philosophy, logic, and potential of social science; introduction to the major research methods and techniques of sociology. Open only to majors or by permission of instructor. S, alternately D/N, beginning 1980-81.

SOCIOLOGY

353 Cultural History of Latin America. 4. (Zopf) Iberian cultures, pre-Columbian Indian civilizations, discovery and conquest, the colonial empires, and the emergence of the independent republics; sociocultural development and the contemporary situation; current problems. Fulfills intercultural requirement. F/S. Ordinarily D. N in F, 1981-82.

354 Cultural History of South Asia. 4. (Beidler) Study of major cultural institutions of India, Pakistan, Nepal, and Ceylon in historical perspective, including village and urban life, language, literature, art, political and social structure. Fulfills intercultural requirement.

392 Introduction to Anthropology. 4. (Young) Physical development of man from fossil prehominids to modern man; the archaeological past and its relation to the present; the development of cultural man; cultural anthropological concepts; major cultural systems; sociocultural change. Fulfills intercultural requirement. F/S. D.

440 Social Theory. 4. (Zopf) Basic social theory and non-theoretical thought; early philosophical bases, 19th-century thought, and contemporary theory; current state, usefulness, and shortcomings of the existing body of social theory; emphasis upon social and cultural systems. Open only to majors or by permission of instructor. Prerequisite: Sociology 339. F, alternately N/D, beginning 1980-81.

450 Special Topic. 4. See page 31. Recent topics include Sociology of Medicine and Health, Community Mental Health, Sociology of War and Peace. May be offered also at 250 level.

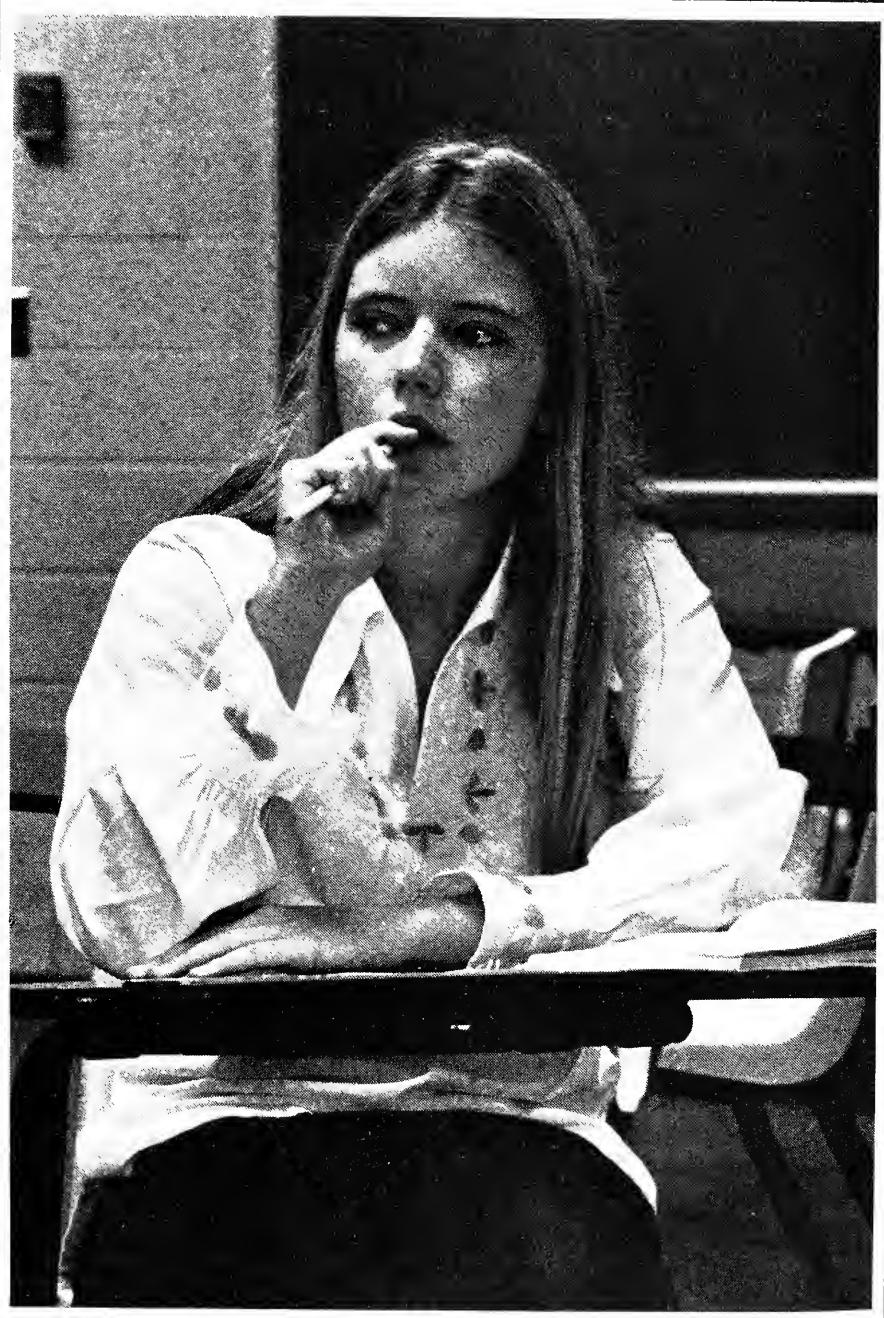
460 Independent Study. 1-4. Recent studies include Child Socialization in a Kibbutz, Race and Ethnic Relations in England. May be offered also at 260 level.

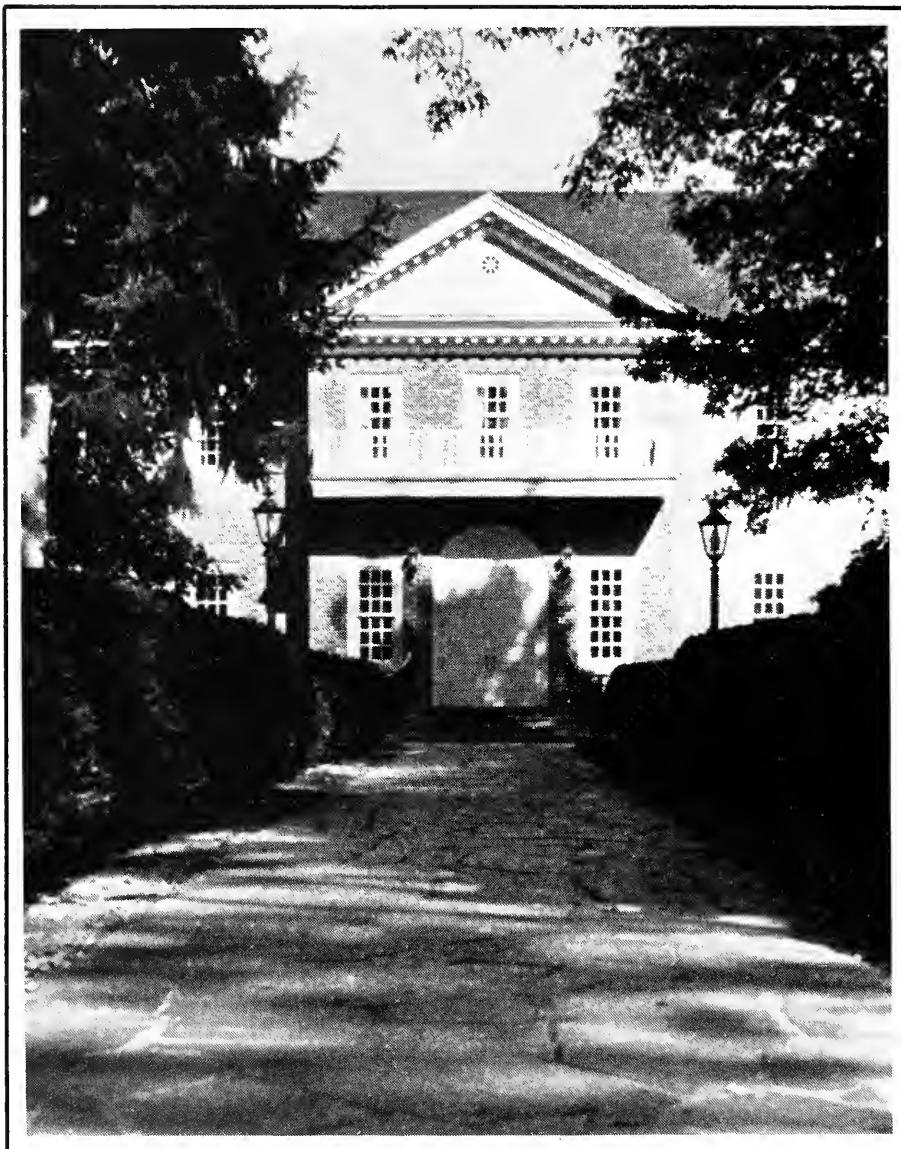
470 Senior Thesis. 4. A sampling of topics is exemplified by those listed for Independent Study.

490 Departmental Honors. 4. See page 33. Honors and credit for grade of B or above; credit only for grade less than B.



Duke Memorial Hall





Founders Hall

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PETER L. FREYBURG, M.A., Admissions Counselor
JAMES K. GRIPPER, Ph.D., Assistant to the Dean of Students
ANTHONY E. GURLEY, B.S., Director of Financial Aid
CYRIL H. HARVEY, Ph.D., Professor of Interdisciplinary Studies, Geology and Earth Science
JUDITH W. HARVEY, B.A., Academic Counselor and Coordinator of Quaker Programs
CLAIRE HELGESON, M.A., Director of Academic Skills Center
CHARLES C. HENDRICKS, A.B., Associate Director of Admissions and Special Admissions Counselor
DAMON D. HICKEY, M.S.L.S., Associate Library Director with the rank of Assistant Professor, and Curator of the Quaker Collection
VENERA HODGIN, Office Manager, Business Office
ANN T. JOHNSON, A.B., Assistant Director of Admissions and LEEP Coordinator
MARY E. LOWE, Executive Housekeeper

J. BRADLEY McILWAIN, B.S., Admissions Counselor
DAVID L. OWENS, M.A., Director of Publications and News Services
C. WILSON PLACE, C.P.A., Comptroller, Coordinator of Management Planning,
and Affirmative Action Officer
GEORGE T. RALLS, A.B., Special Projects Coordinator
AUDRONE J. RASKYS, B.A., Admissions Counselor
FLOYD A. REYNOLDS, M.Ed., Registrar and Assistant Professor of Mathematics
JOSEPH ROSENBLUM, Ph.D., Reference, Bibliographic Instruction Librarian
RUTH ROTHE, Assistant to the Director of Off-Campus Programs
NELSIE P. ROTHSCHILD, M.Ed., Cataloger, with the rank of Instructor
CLAUDE C. SHOTTS, B.D., Director of Off-Campus Programs
DAVID O. STANFIELD, B.D., Associate Director of Development
HUGH D. STOHLER, B.D., Director of Student Activities
CAROL STONEBURNER, A.B., Director of Faculty Development
PAULA A. SWONGUER, M.S., International Students Adviser and Counselor
HELEN N. THOMAS, A.A., Personnel Officer
ROBERT S. TURNER, M.Ed., Admissions Counselor and Coordinator of Veterans
Affairs
CATHY O. WEST, M.Ed., Assistant Registrar and Academic Counselor
THOMAS L. WEST, M.Ed., Associate Director of Admissions
CHARLES F. WHITE, A.B., Director of Computer Services
ROBERT W. WHITE, M.A., Director of Housing and Security Services

FACULTY (the date following the name indicates the year of appointment)

KATHRYNN ADAMS (1980), Assistant Professor of Psychology
B.S. 1972, M.A. 1975, Ph.D. 1977, University of Alabama
REXFORD E. ADELBERGER (1973), Associate Professor of Physics
B.S. 1961, College of William and Mary; Ph.D. 1967, University of Rochester
RAY ALLEY (1975), Head Coach in Men's Tennis
A.B. 1966, High Point College
MARITZA B. ALMEIDA (1970), Associate Professor of Spanish
B.A. 1962, Southwest Missouri State College; M.A. (Spanish) 1965, M.A.
(English) 1966, Ph.D. 1970, University of Missouri
CHARLES C. ALMY, JR. (1972), Associate Professor of Geology and Earth Science
B.S. 1957, University of Houston; M.A. 1960, Ph.D. 1965, Rice University
HERBERT T. APPENZELLER (1956), Professor of Education and Director of
Athletics
B.A. 1948, M.A. 1951, Wake Forest University; Ed.D. 1965, Duke University
RUDOLPH S. BEHAR (1968), Associate Professor of English
B.A. 1960, University of Connecticut; M.A. 1961, Hunter College; Ph.D. 1967,
University of Oregon
WILLIAM BEIDLER (1970), Professor of Philosophy and Intercultural Studies
B.S. 1950, University of California at Los Angeles; M.A. 1956, University of
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O. THEODOR BENFEY (1973), Dana Professor of Chemistry and History of Science
B.S. 1945, Ph.D. 1947, University College, London, England

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JAMES R. BOYD (1961), Professor of Mathematics
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ARTHUR K. BRINTNALL (1979), Dana Professor of Management
A.B. 1935, Denison University; Ph.D. 1939, University of California at Los Angeles

ROBERT R. BRYDEN (1961), Dana Professor of Biology
B.S. 1938, Mount Union College; M.S. 1941, Ohio State University; Ph.D. 1950, Vanderbilt University

WILLIAM C. BURRIS (1964), Professor of Political Science
B.S. 1954, Wake Forest University; M.A.T. 1955, Emory University; Ph.D. 1964, University of North Carolina at Chapel Hill

WILLIAM A. CARROLL (1968), Professor of Political Science
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JOYCE P. CLARK (1959), Assistant Professor of Physical Education and Director of Intramural Sports Program
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FRED I. COURTNEY (1965), Professor of Management
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GAYLE P. CURRIE (1976), Coach in Women's Basketball, Tennis, Volleyball
B.S. 1974, University of North Carolina at Greensboro

ANN F. DEAGON (1956), Professor of Classical Languages and Director of Classics
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DONALD D. DEAGON (1956), Associate Professor of Drama and Speech
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BRUCE B. STEWART (1967), Provost, Associate to the President for Development, and Assistant Professor of Education
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PAUL E. ZOPF, JR. (1959), Dana Professor of Sociology
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Emeriti

CARL C. BAUMBACH, B.M., M.M., Associate Professor of Music, 1950-1968

EDWARD F. BURROWS, B.A., M.A., Ph.D., Professor of Non-Western Studies and History, 1948-1979

EVA GALBREATH CAMPBELL, B.A., M.A., Ph.D., Professor of Biology, 1924-1961

GEORGE W. COBB, B.A., M.A., Ph.D., Associate Professor of English, 1961-1966

FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D., Craven Professor of Biblical Literature and Religion, 1948-1971

HIRAM H. HILTY, B.A., B.D., Ph.D., Professor of Spanish, 1948-1978

E. DARYL KENT, A.B., B.D., Ph.D., Craven Professor of Philosophy and Religion and Professor of Non-Western Studies, 1939-1978

N. ERA LASLEY, B.S., Registrar, 1918-1959

HARVEY A. LJUNG, B.S., M.S., Ph.D., Professor of Chemistry, Dana Professor Emeritus, 1931-1973
E. KIDD LOCKARD, B.A., M.A., Associate Professor of History, 1958-1979
F. MILDRED MARLETTE, A.B., M.A., Professor of English, 1948-1979
TREVA MATHIS, B.A., Associate Library Director and Curator of the Quaker Collection with the rank of Assistant Professor, 1950-1980
CLYDE A. MILNER, B.A., M.A., B.D., Ph.D., LL.D., President of the College and Professor of Philosophy, 1930-1965
ERNESTINE COOKSON MILNER, B.A., B.S., M.A., Professor of Psychology, 1930-1965
JOSEPHINE L. MOORE, B.A., M.A., Ph.D., Professor of History, 1962-1978
ALGIE I. NEWLIN, A.B., M.A., Dr. Sc. Pol. (Geneva), Professor of History and Political Science, 1924-1966
FRANCES J. NORTON, A.B., M.A., Ph.D., Professor of Psychology, 1966-1980
ROSALIE O. PAYNE, B.A., Instructor in French, 1963-1977
JOHN M. PIPKIN, A.B., M.A., Assistant Professor of Religious Studies, 1963-1979
E. GARNESS PURDOM, B.A., M.S., Ph.D., D.S., Professor of Physics, Dana Professor Emeritus, 1927-1973
EUGENE H. THOMPSON, JR., B.A., M.A., Assistant Professor of French, 1958-1979
EDNA L. WEIS, B.A., B.S., M.A., Assistant Professor of English, 1946-1964

Greensboro College Music Faculty

HAROLD G. ANDREWS, JR., Professor of Organ and Church Music
B.M., M.M., Oberlin Conservatory of Music; D.M.A., Boston University
FREDERICK H. BEYER, Associate Professor of Music
A.B., Harvard University; M.A., Columbia University; D.M., Florida State University
*JAMES R. DECKER, Assistant Professor of Brasses and Woodwinds
B.M.Ed., DePaul University; M.M.Ed., Northwestern University
DON W. HANSEN, Professor of Music, Chairman
B.M., M.M., Northwestern University; Eastman School of Music
*JO PLUM HANSEN, Assistant Professor of Stringed Instruments
B.M., M.M., Northwestern University
HENRY B. INGRAM, JR., Associate Professor of Piano
B.M., Eastman School of Music; B.M., M.M., Yale University; D.M.A.
University of Southern California
GARRETH M. McDONALD, Associate Professor of Music Education
B.M.Ed., University of Nebraska; University of Colorado; M.M., Northwestern University
*DAVID OAKES, Instructor in Guitar
DAVID C. PINNIX, Associate Professor of Piano
B.M., Oberlin College; M.M., Eastman School of Music; D.M.A., University of Rochester
*ARNOLD SYKES, Instructor in Percussion

ELBERT L. WILLIAMS, Professor of Voice

A.B., Central State College; M.M., Oklahoma University; Juilliard School of
Music; New York University

*ARTHUR WISE, Instructor in Low Brass

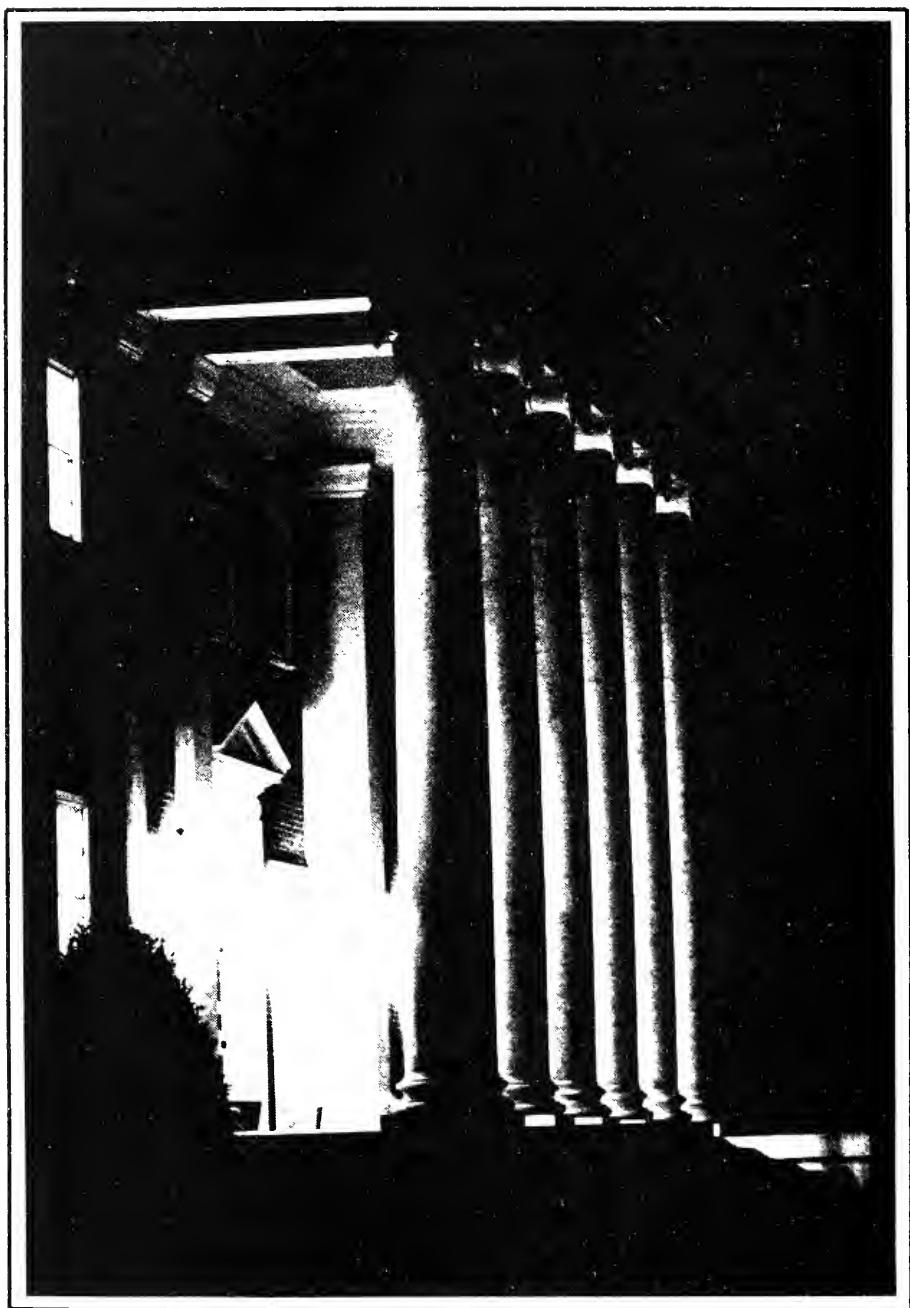
ANNE WOODWARD, Assistant Professor of Voice

B.M., Greensboro College; M.A., Teachers College, Columbia University

*Part-time



Archdale — Faculty Offices



Dana Auditorium

APPENDIX

GUILFORD COLLEGE CALENDAR 1980-81

FALL SEMESTER

Continuing Education Students' English Essay/Reading Test	Saturday, Aug. 16, 1980
Black and International Student Orientation — 9:00 a.m.	Tuesday, Aug. 19, 1980
First Faculty Meetings 9:00 a.m.-4:30 p.m., Picnic at 6:00 p.m.	Wednesday, Aug. 20, 1980
New Students Arrive and Orientation Begins — 9:00 a.m.	Thursday, Aug. 21, 1980
Registration-Cont. Ed. 8:30-10:30 a.m.; Noon-2:00 p.m.; 5:30-8:30 p.m.	Friday, Aug. 22, 1980
Returning Students Arrive — 1:00 p.m.	Sunday, Aug. 24, 1980
Registration — All Main Campus Students	Monday, Aug. 25, 1980
Continuing Education Orientation	Monday, Aug. 25, 1980
First Classes — Late Registration Fee Applicable	Tuesday, Aug. 26, 1980
Last Day to Add Courses	Monday, Sep. 8, 1980
Consortium Dinner At Guilford College — 7:00 p.m.	Thursday, Sep. 11, 1980
Chairpersons Must Submit List of Courses for Next Term	Friday, Sep. 19, 1980
Last Day to Drop Courses With Grades of W	Friday, Sep. 26, 1980
Mid-Term Grades Due for Work as of Tuesday, October 7.	Friday, Oct. 10, 1980
Fall Break Begins — Close of Day.	Friday, Oct. 17, 1980
Residence Halls Closed from 4:00 p.m. to 1:00 p.m.	Friday, Oct. 17, 1980 Sunday, Oct. 26, 1980
Classes Reconvene.	Monday, Oct. 27, 1980
Last Day for Withdrawal with Grade of WP or WF.	Wednesday, Oct. 29, 1980
Last Day to Withdraw and Receive Enrollment Fee Refund	Friday, Oct. 31, 1980
Preregistration for Second Semester from	Monday, Nov. 10, 1980
to	Wednesday, Nov. 19, 1980
Night Classes Scheduled for Wednesday, November 26, Will Meet	Friday, Nov. 21, 1980
Day Classes Normally Scheduled for Wednesday or Friday Will Meet.	Wednesday, Nov. 26, 1980
Thanksgiving Holiday Begins — 4:00 p.m.	Wednesday, Nov. 26, 1980
Residence Halls Closed from 4:00 p.m. to 1:00 p.m.	Wednesday, Nov. 26, 1980 Sunday, Nov. 30, 1980
Classes Reconvene	Monday, Dec. 1, 1980
Continuing Education Students' English Essay/Reading Test	Saturday, Dec. 6, 1980
Reading Day	Wednesday, Dec. 10, 1980
Exams Begin	Thursday, Dec. 11, 1980
Exams End	Tuesday, Dec. 16, 1980
Residence Halls Closed from 4:00 p.m. to 1:00 p.m.	Tuesday, Dec. 16, 1980 Tuesday, Jan. 13, 1981

SPRING SEMESTER

Registration — Continuing Education Students	Tuesday, Jan. 13, 1981
New and Returning Students Arrive — 1:00 p.m.	Tuesday, Jan. 13, 1981
Registration — All Main Campus Students	Wednesday, Jan. 14, 1981
Continuing Education Orientation	Wednesday, Jan. 14, 1981
First Classes — Late Registration Fee Applicable	Thursday, Jan. 15, 1981
Last Day to Add Courses	Wednesday, Jan. 28, 1981
Chairpersons Must Submit List of Courses for Next Term	Monday, Feb. 2, 1981
Last Day to Drop Courses with Grades of W	Friday, Feb. 13, 1981
Mid-Term Grades Due for Work as of Friday, February 27.	Wednesday, Mar. 4, 1981
Spring Break Begins — Close of Day.	Friday, Mar. 6, 1981
Residence Halls Closed from 4:00 p.m. to 1:00 p.m.	Friday, Mar. 6, 1981 Sunday, Mar. 15, 1981
Classes Reconvene	Monday, Mar. 16, 1981
Last Day for Withdrawal with Grade of WP or WF.	Monday, Mar. 23, 1981
Last Day to Withdraw and Receive Enrollment Fee Refund	Tuesday, Mar. 31, 1981
Preregistration for Fall Semester, 1981, from	Monday, Apr. 6, 1981
to	Monday, Apr. 13, 1981
Reading Day	Thursday, Apr. 30, 1981
Exams Begin	Friday, May 1, 1981
Exams End	Wednesday, May 6, 1981
Commencement	Saturday, May 9, 1981

ACADEMIC REGULATIONS

The following academic regulations are subject to change. In general, however, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations, and to plan courses of study that will meet all departmental and college requirements.

Degree Candidacy

One semester before expected graduation, each student must submit to the Registrar an application for graduation, accompanied by a written statement from the department chairperson indicating that all degree requirements are scheduled for completion by the anticipated time of graduation. Filing an application for graduation incurs a graduation fee of \$15, payable by April 15 or July 15, for May or August graduation respectively.

Students who fail to complete all degree requirements by the scheduled graduation date must reapply for graduation. An application should be submitted for the next regular date for conferring degrees with a \$7.50 duplicate diploma fee.

A candidate for the Associate of Arts degree continuing study toward the four-year baccalaureate degree must complete the requirements for the Associate of Arts degree and be awarded that degree at least one year prior to the completion and receipt of the bachelor's degree.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. Credits more than 10 years old offered for graduation by transfer, continuing or returning students must be evaluated by the Dean of the Faculty or the Dean of Continuing Education as appropriate and the chairperson of the major department before they can be applied to a degree of current date.

Double Majors

Students may graduate from Guilford College with a double major, using each of the major fields as the related field for the other major. If the majors offer different degrees (B.A.S., A.B., B.S., etc.), only one degree may be received, the student to select the degree desired. Both majors will be listed at the top of the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed at the top of the permanent record, but a notation will be made at the bottom of the record that the requirements for the second major have been met.

Second Degrees

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 32 credits of work, at least 16 of these at Guilford, including all prescribed major requirements. If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the top of the permanent record.

Students receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above, with the exception that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute courses from the prior institution. Such students must register through the Center for Continuing Education and have their records reviewed by the Assistant Registrar at entry.

Normal Semester Load

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits is considered a full-time load. During each five-week summer term, 4-6 credits is considered a full-time load. For the 10-week summer term, 8 credits is considered full time.

Overloads

Students who wish to take more than 18 credits in any semester must have the permission of the Dean of the Faculty or the Dean

of Continuing Education as appropriate. Normally permission is granted only to seniors who need additional credits to graduate with their class. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra applied music fee required by their course of study.

The Weekly Schedule

Formal residential campus classes meet on Monday, Tuesday, Thursday, and Friday. Classes are not normally scheduled on Wednesday, which is used for study, library work, internships, field trips, and conferences with instructors. Continuing education classes meet on Monday-Wednesday and Tuesday-Thursday, or as specified on the semester schedule.

Certain classes meet for four hours each week, others for three hours, and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction.

Class Attendance

The importance of class attendance varies with the nature of the subject matter of the course and the professor's approach.

Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for success on regular attendance by the participants. Individual faculty members make clear their expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Sophomores, juniors, and seniors who are on the Dean's List are not required to attend classes but must be present for all announced quizzes and examinations and must prepare all required written work. Students on academic probation are allowed no absences except those excused by the Dean of Students. Regular class attendance is strongly recommended for students on academic warning. Students who terminate regular class attendance are subject to suspension.

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not cancelled in times of inclement weather. However, in case of severe weather hazards, the Dean of the

Faculty, in consultation with the Clerk of the Faculty, the Dean of Continuing Education, and the Dean of Students, will determine whether scheduled classes will be held. Announcement of cancellation will be made by the Dean's Office; notices will be posted in Founders Hall, the Office of the Dean of Students, and the Center for Continuing Education. Local radio and television stations and the college switchboard also will be notified.

Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not cancelled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable the students to make up missed work. Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Dean of the Faculty. Proper notice will be placed in the classroom affected at the beginning of the instructional period.

Registration Procedures

Freshman students register in late August during their orientation program. Returning students preregister for the fall semester during April and for the spring semester during November, but registration must be verified and finalized on the official registration day at the beginning of the next semester.

Freshman students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department, if they have chosen a major. To change from one adviser to another or from one major to another, a student should see the chairperson of the newly selected major department or of the department in which the new adviser serves. In either case a change of adviser form should be completed by the new adviser and delivered by the student to the Registrar.

During preregistration or registration for the fall and spring semesters, Guilford College students also may enroll in courses at Bennett College, Greensboro College, High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro, provided the selected courses are not offered at Guilford and enrollment is not filled by the institution's own students. Full credit will be granted, and grades and quality points will be transferred.

Changes in Registration; Withdrawal from Courses

Once registered, the student is responsible for all listed courses, and may change registration only by delivering to the Registrar's Office a Drop-Add slip bearing the signatures of the academic adviser and the instructors of the courses dropped or added. Students may add new courses to their schedules during the first week of classes with the adviser's written approval. They may drop courses with a grade of W during the first 30 days of the semester. Students withdrawing from courses thereafter receive a grade of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) until an established deadline has been reached, approximately two weeks after midterm, after which only a grade of WF may be recorded. Under extenuating circumstances, the Dean of Students or the Dean of Continuing Education may report a grade of W at any time during the semester. Students withdrawing from the college will be assigned grades of WP or WF, as applicable, for all courses in which they are enrolled.

Grading System

A student's grades are determined by daily preparation, participation in class discussion, the quality of written or laboratory work, and the results of quizzes and examinations. The grade of A represents exceptional achievement, B superior, C average, D passing, and F failing. An X precedes B, C, D, or F whenever, through unavoidable circumstances, the work in the course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. See page 35 for information about pass/fail grading. Information pertaining to W, WP, or WF grades may be found in the immediately preceding section. Only grades of C or better may be counted toward the major. The grade for auditing is N (non-credit). Occasionally X is recorded to indicate that a grade was not determined. Y signifies that a grade was not received.

Grade Reports

During the regular academic year, midterm progress reports are available through the student's adviser. At the end of each

semester, final grades are entered on the permanent record and, if the student's business office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser, and the Dean of Students. Permanent records are unabridged records of all work attempted by students at Guilford College.

Confidentiality of student records is maintained according to guidelines publicized by the Office of the Dean of Students.

Grade Points

One grade point is assigned for each credit hour of D work, two for C, three for B, and four for A. To be a candidate for a degree, except under the C-Credit Accumulation plan, a student must have a C (2.00) average.

Cumulative grade point averages are determined by dividing the accumulated grade points by the total credits attempted minus credits in courses marked W or WP, credits taken on the pass/fail option, and transfer credits. Each time a course is taken or repeated the attempted credits and quality points are entered into the statistics used to compute the grade point average. Students may not repeat for credit any course previously passed with a grade of C or better. The credits for a course can apply toward graduation only once no matter how many times it is passed. Exceptions are the Special Topics courses, whose contents vary, and courses indicated as repeatable in the course listings. Grade point averages are computed at the end of each semester and include only work done at Guilford College and the other consortium institutions. Summer work at High Point College, North Carolina Agricultural and Technical State University, and the University of North Carolina at Greensboro is not included in the computation of the student's grade point average.

Transcripts

Every student may receive one official transcript of his/her work without charge, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies must be made in writing to the Registrar by the owner of the record and should be accompanied by a remittance of \$2 for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

Student Classification

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **freshman** has completed fewer than 24 credits toward a degree, a **sophomore** at least 24 credits, a **junior** at least 56, and a **senior** at least 88. A student may not represent or hold office in any class other than the one determined by earned credit.

A **special advisee** is a mature adult for whom normal requirements for admission to a degree program are waived. Special advisees are expected to achieve academically on the college level by the time they have accumulated 24 credits.

An **unclassified student** is one who already holds a baccalaureate degree. Such students may be seeking a second degree or may be non-degree seekers.

Students not seeking a degree from Guilford may enroll in courses at the college. A **visiting student** is one earning college credit to be applied to a degree program at another college or university.

An **auditor** is a student who attends class, listens to lectures, and may participate in class discussions without receiving credit.

Auditors may enter any college course for which they have the stated prerequisites, except that no auditors are admitted to studio art courses, the laboratory portion of laboratory sciences, courses in Developmental Reading or Mathematics II and English II.

Auditors register at the usual registration times. If they are part-time or CCE students or carrying an overload, they pay an auditing fee of \$100 per course. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor or the Registrar may request the latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior Citizens who meet the stated prerequisites for a course may enroll as auditors at a fee of \$25 if space permits.

Each student, except for auditors, is either a full-time student, carrying at least three courses (12 credits) or a part-time student, carrying fewer than 12 credits. Part-time students must have the consent of the Dean of Students to room in the residence halls

and may participate in college activities only with the approval of the Student Affairs Committee. Rules of the National Association of Intercollegiate Athletics and the Carolinas Conference determine eligibility for intercollegiate athletics.

Transfer Credits

Transfer students must present an official transcript and a catalog from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer. Credit for courses completed with a grade of C or above, bearing some relationship to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges, or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical colleges which are accredited by the Southern Association of Colleges and Schools (or one of its five regional equivalents). Up to 32 credits may be transferred from two-year community colleges, technical colleges, or other two-year institutions not accredited by the Southern Association of Colleges and Schools. All requests for the transfer of credits will be evaluated by the Registrar or, for continuing education students, by the Assistant Registrar at the Center for Continuing Education. Transfer students receive a conversion allowance of up to 1 credit for each 15 semester hours of transfer credit applied to Guilford's degree.

Each transfer student must meet the college regulations for graduation with respect to all general and area requirements.

An English Placement Essay and Usage Examination is administered to all students from two-year colleges and technical colleges. The student unable to write in accord with conventional standards of usage will take English 110 as prerequisite for English 150-151; for these students, up to 3 elective credits in composition may be transferred. The student who shows a basic grasp of grammar, punctuation, and sentence structure but displays fundamental weakness in reading and/or writing analytically will take English 150; for these students, up to 6 hours of credit may be transferred as electives in composition.

Students with 3 or more credits in college level composition are eligible to take English 151 if they demonstrate the ability to formulate and defend in writing a thesis dealing with a simple literary problem and to provide textual evidence in support of their idea. For these students, up to 9 hours of credit may be transferred. Four of these may be applied to the general college English requirement and the rest recorded as elective credit. Special English 151 sections are reserved for transfer students who might find themselves at a disadvantage in the usual second half of the 150-151 sequence.

Students with 6 or more hours of college level credit in composition and literature who place out of English 150-151 on the English Placement Examination will be regarded as having completed the Guilford College English requirement. For these students, up to 9 hours of composition and literature credit may be validated.

Students transferring credits in composition and literature from four-year institutions need not take the Placement Examination. However, if they need an additional semester of English, they are strongly advised to take the Placement Examination in order to have a basis for choosing the most suitable course and section.

Continuing Admission for Residential Campus Students

Students who plan to return to the college the following fall semester fill out a continuing admissions form from the Office of the Dean of Students during the spring semester. Those who wish to live on campus also fill out a housing contract.

Academic Warning and Academic Probation

An academic warning is issued when a student with a cumulative grade point average above C (2.00) has made unsatisfactory progress during the previous semester (with or without provisional XD or XF grades) or when a student has made satisfactory progress during the previous semester but has a cumulative grade point average less than C. Unsatisfactory progress is indicated when a full-time student earns grades less than C in 8 or more credits of work during a semester, or a part-time student earns grades less than C in 4 or more credits.

Students with a cumulative grade point average less than C who have made unsatisfactory progress during the previous semester are placed on academic probation.

Academic warning and academic probation are not considered punitive measures, but rather indications that the student needs to make greater effort and should seek special counseling from the academic adviser or from the staff of the Office of the Dean of Students to help surmount difficulties which might lead to suspension or dismissal.

Separation from the College

Normally, students are granted at least two semesters at Guilford College to prove their ability to achieve academically at the college level. After a full-time student has attempted 24 credits at Guilford or a part-time student 16 credits, that student may be suspended or dismissed from the college if probation is assigned for a second consecutive term or for a cumulative total of three terms. In such cases, the Academic Retention Committee will carefully review the student's record and decide whether it is in the student's best interest to continue on academic probation or be separated from Guilford College.

Readmittance of dismissed students is the prerogative of the Dean of the Faculty or the Dean of Continuing Education, as appropriate.

Suspended students may apply for readmission to the college through the Admissions Committee following the period of suspension, normally one semester. If, in the opinion of the committee, such applicants show evidence of increased maturity and purpose as well as academic potential, they may be readmitted on academic probation.

Readmitted students who accumulate grades less than C in 8-12 credits of subsequent work are permanently dismissed from the college on the basis that they are failing to accumulate C credits rapidly enough to assure eventual graduation.

If a student's grade point average indicates that graduation must be achieved through the C-Credit Accumulation plan (see page 22), the academic Retention Committee may stipulate that a particular student must henceforth earn no further grades below C or be subject to separation.

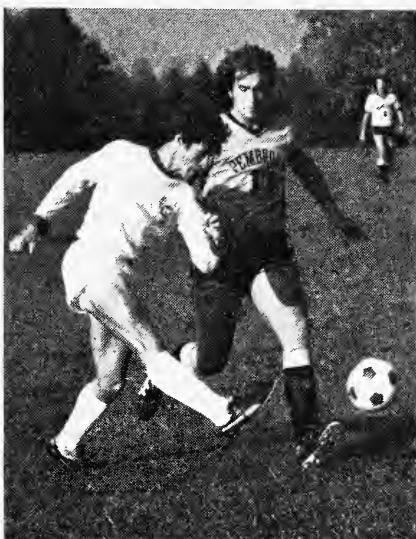
Withdrawal from the College

All students who wish to withdraw from the college during a semester or at the end of a semester must apply for permission

to withdraw in good standing. Withdrawal forms are available to residential campus students in the Office of the Dean of Students. Continuing education students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. See page 62 for the schedule of refunds and page 174 for grading regulations. A student who withdraws in good standing may apply through the Admissions Office for readmission to the college at any time.

Payment of Tuition and Fees

Tuition and fees must be paid according to the schedule in Chapter IV. Students who do not fulfill their financial obligations to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, may be withdrawn from the college by the Dean of the Faculty.



GEOGRAPHICAL LISTING OF STUDENTS 1979-80

ALABAMA

Lawrence, Richard Lowery
 London, Katherine A.
 Sims, Gregory

Birmingham
 Birmingham
 Phenix City

CALIFORNIA

White, Rhonna Jeannine
 Goodstat, Howard Scott

Walnut Creek
 Woodland Hills

CONNECTICUT

Baum, Susan E.
 Nielsen, Peter Brewer

Branford

Shapiro, Leesa

Fairfield

Pitts, William Steele

Fairfield

Donovan, Naomi

Greenwich

Green, Julie Rachel

Hamden

Rogers, Michael Edward

Huntington

Lyons, Mara Elizabeth

Lakeville

Stephan, Karl David

Madison

Thurman, Sandra Carol

New Canaan

Stenlake, Alison Mae

Riverside

Adler, April Diane

Somers

Corballis, Megan Seth

Stamford

Keen, Susan Marschall

Stamford

Genua, Richard Loretto

Waterbury

Woodruff, David Lewis

West Hartford

Wall, Richard Albert

West Haven

Smith, James Bryan

West Redding

Spangler, Richard G.

Weston

Colby, Emorie Doughton

Westport

Masten, Martha Elizabeth

Westport

Moreton, Catherine L.

Windsor

DELAWARE

McClements, Joyce Lynn
 McMahon, Cynthia F.
 Ranck, Clayton Warren
 Taylor, Melissa M.
 Beer, Sandra Joan
 Cobb, Paul Stanley
 Field, Christopher T.
 Anderson, Mary Lynn
 Crane, John Talbot
 Craven, John William
 Flanders, James Frank
 Tippett, James Corry

Felton
 Hockessin
 Hockessin
 Hockessin
 Newark
 Newark
 Newark
 Wilmington
 Wilmington
 Wilmington
 Wilmington
 Wilmington
 Wilmington
 Wilmington

DISTRICT OF COLUMBIA

Berry, Deborah E.
 Davenport, David Olandan
 Garn, Michael Brandt
 Gordon, Dorie Lee
 Kean, Peter L.
 Leonard, Victoria A.
 Mackin, David James
 McFall, John Jesse
 Sieverts, Michael C.
 Somerville, Myra Ellen
 Spaulding, Michele D.
 Stewart, Leslie Carol
 Street, Laura Nelle

Washington
 Washington

FLORIDA			
Brown, Marci B.	Altamonte Sprg.	Cook, Albert Anthony	Conyers
Meyers, Mary Patricia	Clearwater	Cowan, Frances Alison	Decatur
Phelps, Deborah Grace	Clewiston	Little, Timothy Fletcher	Decatur
Tirkot, Alanna A.	Cocoa Beach	Forbes, Margaret Paty	Dunwoody
Baillie, William S.	Fort Lauderdale	Monroe, Amelia Ann	Dunwoody
Komacek, Margaret Rose	Fort Lauderdale	Wallace, Sharon Crews	Dunwoody
Omanoff, John J.	Fort Lauderdale	George, Alice Wiley	LaGrange
Solomon, Mark Alan	Fort Lauderdale	Easterlin, Wright Abbot	Louisville
Barnard, Brenda Kay	Gainesville	Luney, Derek John E.	Marietta
Greene, Linda Susan	Gainesville	McCullough, Ivie Suzanne	Powder Springs
King, Frederick Donovan	Gainesville	Holden, Howard Preston	Roswell
Eichner, June Sara	Hollywood	Cummings, David Oscar	Sandersville
Waters, Jacquelyn L.	Indiantown	Franklin, Susan Lisa	Smyrna
Carroll, Patricia Lei	Jacksonville	Loughlin, Charles Wagner	St. Simon's Island
Falls, Jeannine E.	Jacksonville		
Leonard, Margaret Ann	Jacksonville		
Rosenberg, Roni Ann	Jacksonville		
Meikrantz, William Joel	Lighthouse Pt.		
Tucker, Russell Conn	Maitland		
Torgler, Marianne E.	Merritt Island		
Carey, Brian Edward	Miami		
Eldredge, Clark Parker	Miami		
Fernandez, Manuel	Miami		
Fraunholtz, Peter Ralph	Miami		
Pettingell, Roger C.	Miami		
Phillips, Sharon Ann	Miami		
Steketee, Anne	Miami		
Simon, Steven David	Miami Beach		
Moody, Roosevelt	Mt. Dora		
O'Bannon, Michelle Leigh	N. Palm Beach		
Otten, Christopher H.	Naples		
Brown, Daphne Elizabeth	Plantation		
Stowell, Randy Lawrence	Pompano Beach		
Kress, Raymond Paul	St. Petersburg		
Wynne, James Frances	St. Petersburg		
Pavalko, Frederick M.	Tallahassee		
Rosenthal, Randy M.	Tamarac		
Dasnoit, Robert J.	Tampa		
Gilchrist, Suzanne Marie	Tampa		
Mullen, John O'Keefe	Tampa		
Rutherford, Amy Frances	Tampa		
Williams, David Russell	Vero Beach		
Bradford, William Scott	Winter Park		
ILLINOIS			
		Wertz, Philip Joseph	Bourbonnais
		Wall, Robert Kidder	Elmhurst
		Beeler, Kristin Anne	Lake Bluff
		Minoff, Carrie Jo	Northbrook
		Smith, Vivian Claire	Rockford
INDIANA			
		Earl, Janette Marie	Fort Wayne
		Campbell, Jeffrey Scott	Glencoe
		Shields, James Taggart	Indianapolis
		Esch, Brenda Dawn	Richmond
		Givens, Stanley Scot	Richmond
		Nicholson, Daniel S.	Richmond
		Nicholson, Diana Bentley	Richmond
		Oberholtzer, Patrick B.	Richmond
IOWA			
		Hampton, Alice Margaret	Springville
KENTUCKY			
		Malhouse, Mark Steven	Louisville
		Evans, Amelia Austin	Midway
LOUISIANA			
		Dussom, Denise Susan	Covington
		Colomb, Elizabeth Ann	New Orleans
MARYLAND			
		Bikis, Gwendolyn Marie	Acton
		Howard, Leslie Diane	Adelphi
		Merritt, Mary E. Watkins	Ashton
		Keavney, Mark James	Baltimore
		Kirschbaum, Dennis Mark	Baltimore
		Miller, Karl Erich	Baltimore
		Monroe, Samuel Edward	Baltimore
		Obrecht, Mary Gillian	Baltimore
		Shippen, William B.	Baltimore
		Smith, Lisa Kurkjian	Baltimore
		Voelker, Nancy Lee	Baltimore
		Knisely, Joseph D.	Bel Air
		Bray, David Carson	Bethesda
		Colliton, Matthew F.	Bethesda
		Edwards, Nancy Ann	Bethesda
		Hardy, Steven Floyd	Bethesda
		Hotchkiss, David R.	Bethesda
		Kosonen, Carla Grace	Bethesda

	Bethesda	MASSACHUSETTS
	Bethesda	Brown, Tyler Edison
	Bowie	Dale, Susan Carlene
	Bowie	Taylor, Richard Thomas
	Brookmont	Reece, Judson Brooks
	Camp Springs	Fisk, Timothy Nute
	Camp Springs	McDermott, Richard C.
	Chevy Chase	Weiner, Leslie J.
	Chevy Chase	Dammann, Rolf Heinz
	Chevy Chase	
	Chevy Chase	
	Columbia	
	Columbia	
	Fallston	
	Frederick	
	Gaithersburg	
	Gapland	
	Hagerstown	
	Hyattsville	
	Kensington	
	Kingsville	
	Laurel	
	Middletown	
	Olney	
	Oxon Hill	
	Oxon Hill	
	Phoenix	
	Potomac	
	Potomac	
	Potomac	
	Riviera Beach	
	Rockville	
	Salisbury	
	Salisbury	
	Severna Park	
	Silver Spring	
	Upper Marlboro	
	W. Springfield	
	Wheaton	
	Wheaton	
	Wheaton	
	Williamsport	
		MICHIGAN
		Wheatley, Daniel Thomas
		Harris, Katherine Teresa
		Sawyer, Otis Strickland
		MISSOURI
		Dye, Allen B.
		Jeanmougin, Timothy J.
		Biggs, Linda Joyce
		NEW HAMPSHIRE
		Spring, Jennifer Louise
		NEW JERSEY
		Edwards, Valerie Lois
		Carpenter, Daniel C.
		Zumwalt, Fred Marshall
		Nabreszki, Diane Lynne
		Allen, Lizabeth Grace
		Dignazio, Robert Raymond
		Ryan, Linda Mary
		Schabacker, Daniel James
		Funck, David Allen
		Palmer, Gordon Vail
		O'Doherty, Jacqueline M.
		Chang, Kathleen Ann
		Volgarino, Richard John
		Grouser, Jill Kathleen
		Lindabury, Susan E.
		Schmutz, James Curtis
		Reeves, Lon Wallace
		Anderson, Edward Paul
		Den Bleyker, John Albert
		Smith, George Michael
		Dworkin, Barbara Lynn
		Swider, Thomas Frank
		Feidler, Steven Lawrence
		Doherty, Dennis John
		Fucci, Victor Michael
		Murphy, Gerald Francis
		Beeler, Karen June
		Gross, David Duff E.
		Niekirk, Sharon Lee
		Selles, Cynthia Leonore
		Sprinkle, Suzanne Joyce
		Smith, Carol Ann
		Hildemann, Mary Elaine
		English, Brian Lee
		Nolan, Robert James
		Marcus, Kevin Louis
		Wittpenn, Nancy Ann
		Cheek, Lloyd M.
		Garofalo, Michael Steven

Sweeney, Timothy Beach	Madison	Albertson, Beatrice T.	Centerport
Raimondo, Barbara Ann	Marlton	Holloway, Philip Normand	Clinton Corners
Williams, Hays Caldwell	Mendham	Riback, Stephen Craig	Coldspring Hbr.
Wilmot, Stephen John	Moorestown	Ellington, Joe Carey	Commack
Pontone, Jane Alison	Morganville	Nicklas, Anne Lindsey	Cooperstown
Pontone, Juliana E.	Morganville	Poz, Elizabeth Ann	Garden City
Boucher, Theresa Ann	Morris Plains	Tredwell, Carol Warren	Garden City
Ingle, Keith Francis	Mount Holly	Smith, Edward Hugh	Geneseo
Foxworth, Mark Bennett	Mount Laurel	Solow, Carol Beth	Glen Head
Dwyer, Mary Kathleen	Mountain Lakes	McAward, Mary Jeanne	Halesite
Powell, Maryann Wallace	Mountain Lakes	Granzien, Dennis Arthur	Hartsdale
Goga, Thomas Bernard	Northfield	Oltman, Ellen Elisabeth	Hartsdale
Zilling, John Eric	Northfield	Davenport, Elizabeth Ann	High Falls
Skoczypec, Daniel P.	Oakhurst	Diehl, Ellen Christine	Huntington Sta.
Thomas, Karen Anne	Oakland	Frank, David Mark	Huntington
Kaplan, Neil Scott	Paramus	Nichols, Scott Wilson	Huntington
Van Fleet, Glenn Stuart	Pennington	Shuel, Eric A.	Huntington Sta.
Wright, Steven F.	Pennington	Tormey, Ruthan Cardiff	Huntington
Smith, Elaine Weldon	Pennsauken	Rice, Linda Susan	Latham
Boule, Ellen Marie	Piscataway	Rice, Lisa Helene	Latham
Bean, Doris Alma	Pleasantville	Hamilton, Donna L.	Laurelton
Gordon, Michael N.	Pleasantville	Wright, Peter John	Levittown
Doyle, Kathleen Quigley	Princeton	Luongo, Ralph Joseph	Lindenhurst
Hommel, Katherine E.	Princeton	Nordemann, Deborah Joan	Lloyd Harbour
Smith, Delia G.	Princeton	Hales, Nancy Elizabeth	Locust Valley
Smith, Allegra Anne	Princeton	Payne, Elinor H.	Locust Valley
Crane, Ellen Gerrad	Randolph	Bresnihan, Kenneth John	Lynbrook
Bulwin, Diane Marie	Ridgewood	Livingston, Jeffrey A.	Mamaroneck
Williams, Bradley C.	Ridgewood	Libby, Nicole Winship	Manhasset
Little, Mark David	Ringoes	Crowe, Daniel John	Melville
Hemrick, Paul Donald	Saddle River	Crispi, Ronald George	New City
Hemrick, Scott Gordon	Saddle River	Hackman, Carrie E.	New Hartford
Wilson, Debra Lynn	Somerset	Brownlow, Fay Duke	New Paltz
Elias, Una Miriam	Somerville	Allen, Stacy Jeanne	New York
Tunney, David Ellerich	South Orange	Deich, Deborah Louise	New York
Troemner, Susan Lind	Strathmere	Dobyns, Alison Page	New York
Branson, Ruth Marie	Summit	King, Alberto	New York
Rothstein, Juli	Teaneck	Chanley, David Alan	Newsuifolk
Luehrs, Howard Henry	Toms River	Gee, Christopher Paul	Oakdale
Angelini, Joseph	Trenton	McCartney, Ray Maust	Pelham Manor
Van Wagner, Michael John	Trenton	Brennan, Thomas Joseph	Pleasantville
Mohlenhoff, Robert Henry	W. Millington	Lifson, Roger Jeffrey	Port Washington
Luster, Randall William	Warren	Krusenstjerna, Allen D.	Rochester
Ropp, Patricia Mary	West Caldwell	Rosenstein, Amy Carol	Rochester
Frega, Mark Richard	Westfield	Marcus, Beth Ann	Rockville Ctr.
Malcolm, Robert Allen	Westfield	Rosenthal, Donna S.	Roslyn Heights
Nelson, Franklin C.	Westfield	Connors, Joseph C.	Sayville
Ireton, Susan Cragin	Westmont	Lord, Nancy Carolyn	Schenectady
Orlando, Samuel William	Westmont	Behrens, Gavin William	Shoreham
Summerill, Lynn Ann	Woodstown	Calio, Teresa Ann	Sound Beach
Tyson, Kenneth Charles	Woodstown	Penney, Robert J.	South Salem
Welty, Carolyn Henrques	Wykoff	Fiorillo, Vanessa Hattie	St. James
Lloyd, Robert D.	Yardville	Merz, Ann Elizabeth	Stony Brook
Lloyd, Susan Patricia	Yardville	Cataliotti, Mary Ann T.	Syosset
Sanguinetti, Robert A.	Yardville	Blackmon, William Robert	Victor
NEW YORK			
Davis, Lawrence Abraham	Bay Shore	Alexander, Shana K. X.	Wainscott
Petrone, Bennett Charles	Bay Shore	Johnson, Eric Francis	Wantagh
Meyers, Martha Ruth	Bayport	Petroskie, Frank A.	Wantagh
Davey, Christopher G.	Bedford	Graziani, Nancy Jane	West Nyack
Freeman, Harold Wayne	Brooklyn	Dunn, Shirley A.	Woodbury
Ladson, Tracey Lucien	Brooklyn		
Seymore, Postell	Brooklyn		
NORTH CAROLINA			
Sharp, Thomas Mark	Sharp, Thomas Mark	Ahoskie	
English, Thomas Roland	English, Thomas Roland	Archdale	

Smith, Jeffrey Wayne	Archdale	Covington, Mary Keesler	Charlotte
Brown, Jane Vivian	Asheboro	Cox, Barry Albert	Charlotte
Cain, Johnny Lewis	Asheboro	Crenshaw, Joseph Dale	Charlotte
Comfort, Leslie Jay	Asheboro	Dillard, David Hughes	Charlotte
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